

# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

### FOR IRELAND

FOR THE YEAR 1883.

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*Presented to both Houses of Parliament by Command of Her Majesty.*

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THE QUEEN'S PRINTING OFFICE.

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1884.

[C.—3990.] Price 5½d.

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# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

### FOR IRELAND

FOR THE YEAR 1883.

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TO HIS EXCELLENCY EARL SPENCER, K.G.,  
 LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland), submit to your Excellency this our fifth Report.

The number of students who presented themselves for examination in 1883 was:— See Table I.

Boys.	Girls.	Total.
5,037	1,125	6,162

in the four previous years the numbers were:—

	Boys.	Girls.	Total.
in 1882, . . .	5,153	1,461	6,614
in 1881, . . .	5,147	1,805	6,952
in 1880, . . .	4,114	1,447	5,561
in 1879, . . .	3,218	736	3,954

The examinations, which commenced on 18th June and extended over ten days, were held at 165 centres, in 69 different localities. One hundred and thirty-one gentlemen and thirty-eight ladies were employed as Centre Superintendents, being an average of one Superintendent to every 38 boys and 30 girls, respectively. See Tables II. and IV.

The number of students who passed the Examinations was:— See Tables V. and VIII.

Boys, . . . . .	2,851
Girls, . . . . .	893
Total, . . . . .	3,744

being, in the case of boys, 56·6 per cent.; in the case of girls, 79·4 per cent., and in the aggregate, 60·7 per cent., of those examined.

A 2

iv *Report of the Intermediate Education Board for Ireland.*

The percentages of those examined who passed in former years were as follows:—

	Boys.	Girls.	Aggregate.
1882, . . .	57·8	69·6	60·4
1881, . . .	66·8	68·3	67·2
1880, . . .	70·4	76·7	72·1
1879, . . .	57·3	65·4	58·9

See Table VI. The number of students who were awarded Exhibitions and prizes in money was:—

Boys, . . .	116
Girls, . . .	37
Total, . . .	153

See Table VII. The number of students who were awarded prizes in books was—

Boys, . . .	419
Girls, . . .	145
Total, . . .	564

It will be seen from the above figures that the total number of students who presented themselves for examination in 1883, fell short of that in 1882 by 452, the decrease in the case of boys being 116, and that in the case of girls 336. The diminution in the former case is two and a quarter *per cent.*, but, in the latter twenty-three *per cent.* on the number of 1882.

# FINANCE.

The reduction in the scale of Results Fees, and in the amount of Exhibitions and Prizes under the Rules which came into force in the year 1882, together with retrenchments in the expenses of administration, enabled us to close our accounts to the end of that year with a balance of £3,145 4s. 11d., which, in pursuance of the Intermediate Education Act, has been invested in Government Securities.

The Balance Sheet of the Board for 1883 shows a surplus of £7,077 16s. 7d. on the year, subject to liabilities estimated at about £200.

Under these circumstances we have decided to increase the scale of Results Fees by about 33 *per cent.*, and to restore the original proportion between the number of £40 Prizes and of Exhibitions and the number of Students who pass, viz, one for every ten such Students, instead of for every fifteen as in the years 1882 and 1883.

These increases have been approved by your Excellency, and will come into effect in the present year.

STATE OF EDUCATION AS INDICATED BY REPORTS OF  
EXAMINERS, 1883.

The per-centages of passes in 1883, as observed above (p. i.), were in the case of boys, 56·6 *per cent.*; in the case of girls, 79·4 *per cent.*; in the aggregate, 60·7 *per cent.* of those examined.

It is worthy of notice in estimating the per-centage of passes, that, as appears from Table III, the ages of a large proportion of the candidates who present themselves in the Junior Grade are considerably under sixteen, the maximum age prescribed for competing in that grade. In the Middle and Senior Grade, as might be expected, the candidates are, with few exceptions, over sixteen or seventeen years of age, respectively.

The considerably higher per-centage of passes in the case of girls may be accounted for, partly by the fact that the conditions of passing imposed on them by the Rules are somewhat less difficult than those imposed on boys, and partly by the fact that among the girls a smaller proportion of insufficiently prepared candidates was sent in for examination.

The reports of the Examiners, extracts from which are given in Appendix V., may be summarized as follows:—

*Greek.*

The answering in the Junior Grade, except in translation from the prescribed authors, was very unsatisfactory; the Middle and Senior Grade students were better prepared, but the History questions were badly answered, and the translation of unprepared passages were well done by very few of the candidates.

*Latin.*

The answering in all Grades showed improvement on that of last year. In the Junior Grade the weakest points were Composition and Prosody. The attempts at Latin Verse Composition, which is prescribed in the Middle and Senior Grades, were very unsatisfactory.

*English.*

In the Junior Grade, on the whole, the proficiency shown by those who passed, though generally low and not satisfactory, was somewhat higher than that shown in 1882. The compositions, although some improvement in spelling and punctuation was observable, were as a rule very poor; the Grammar questions were not well answered, the candidates being especially weak in parsing and analysis. The answering in History seems to have

been better than that in other parts of course, but the proficiency shown in Geography, and particularly Physical Geography, was extremely poor.

In the Junior Grade the answering of the girls contrasts very favourably with that of the boys.

The answering in the Middle, and particularly in the Senior Grade, was very satisfactory, the weakest points were Geography in the Senior Grade, and the girls' Compositions in the Middle Grade.

#### *French.*

The answering in French was not so satisfactory as that in 1882. The Composition was, as usual, the weakest part of the work.

#### *German.*

The answering of the boys, except in Composition, was satisfactory, but that of the girls was far inferior; their knowledge of Grammar, particularly in the Junior Grade, was very defective.

#### *Italian.*

The results of the examination were, on the whole, satisfactory, though in Italian, as in the cases of the other Modern Languages, the Examiner complains of the poor answering in Composition.

#### *Celtic.*

The answering in the Middle Grade was very satisfactory, and superior to that in either the Junior or Senior. The Examiner calls attention to the want of knowledge of the idioms of Irish-Gaelic, and to the unsatisfactory character of the penmanship of the candidates.

#### *Arithmetic.*

The answering was fair. The Examiners, however, complain that the Arithmetical methods employed appear to be the result of memory rather than of an intelligent appreciation of the reason of the process.

#### *Book-keeping.*

The knowledge and neatness exhibited by the students is favourably spoken of by the Examiner. He complains, however, of want of thoughtfulness in the study of the subject and in the working out of the answers to the questions proposed.

*Euclid.*

*Junior Grade.*—The answering was principally in the first and second books; that in the third book was defective, and but few solved the problems proposed. The Examiners draw attention to the fact referred to also by Examiners in former years, that the propositions of Euclid are learned too much by rote, without devoting sufficient attention to the reasoning involved in the proofs. This is specially noticeable in the answering of the Junior Girls, and the Examiner considers that it can only be accounted for by insufficient knowledge in the teachers.

*Middle Grade.*—The answering was in general very good, particularly in the case of boys. The girls in several instances seem to have learned the propositions by heart without comprehending the reasoning involved.

*Algebra.*

*Junior Grade.*—The answering of the boys was unequal; a considerable number answered excellently, several indifferently, while a large number were totally unprepared and should not have been allowed by their teachers to compete. The answering of the girls was fair, though slightly lower than that of last year.

*Middle Grade.*—The answering indicates a very solid and substantial improvement in the teaching of the subject through the schools generally, both male and female, during the last year

*Mathematics.—Senior Grade.*

*Euclid.*—The orderly and concise manner in which the majority of the candidates wrote out the proofs of the propositions is commended; but few, however, attempted the deductions.

*Arithmetic and Algebra.*—A want of system and method was noticed by the Examiner—specially with regard to the treatment of questions involving decimals and to the conditions of the convergency of series and their practical nature and utility.

*Trigonometry.*—The answering was fair, though greater neatness in working and precision in explanation, as well as a more accurate knowledge of the ordinary formulæ, are to be desired.

*Elementary Mechanics.*—The answering indicates an improvement as compared with that in former years.

*Natural Philosophy.*

*Junior Grade.*—The answering showed that the books had been carefully studied, but indicated inadequate illustration of experiment in the teaching of the subject. The attention of

students is called to the necessity of acquiring some practice in the drawing of simple instruments and contrivances.

*Middle and Senior Grades.*—The answering was not satisfactory; a considerable proportion of the candidates showed an utter ignorance of the most elementary principles, and of the most ordinary instruments, and appear to have learned by rote portions of elementary treatises without understanding the principles involved.

#### *Chemistry.*

The answering in the Middle and Senior Grades was fair; that in the Junior Grade not so good.

#### *Botany.*

The answering, especially in the Middle Grade Course, was, on the whole, very satisfactory; but in some cases—particularly in the Junior Grade, exhibited a want of *trained* oral instruction being rather an effort of memory than the result of observation.

#### *Freehand and Object Drawing.*

*Junior Grade.*—Indifferent.

*Middle Grade.*—The outline was generally well copied, but the influence of perspective had not been sufficiently studied.

*Senior Grade.*—Not satisfactory.

#### *Geometrical and Perspective Drawing.*

The Geometrical papers were fairly answered, but sufficient attention was not paid to the necessary construction lines of the problem. The answering on the Perspective papers was not so satisfactory.

#### *Theory of Music.*

The answering, especially in the Junior Grade, was of a creditable nature. The subject in which weakness was most apparent was counterpoint.

#### *Domestic Economy (Girls only).*

1883 was the first year in which the subject of Domestic Economy was included in the Programme, and the Examiner expresses himself satisfied, on the whole, with the answering of the candidates. He impresses on them and their teachers the necessity, in Domestic Economy, of combining practical work with theoretical knowledge.

TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1879, 1880, 1881, 1882, and 1883.

	Junior Grade.					Middle Grade.					Senior Grade.					Total.				
	1879.	1880.	1881.	1882.	1883.	1879.	1880.	1881.	1882.	1883.	1879.	1880.	1881.	1882.	1883.	1879.	1880.	1881.	1882.	1883.
Boys—of the prescribed age, under Rule 6.	1,979	2,785	3,813	3,879	3,943		631	791	790	638	273	313	363	339	303	2,862	3,779	4,967	4,999	4,583
Do., Over-age.	134	114	94	101	99		92	47	36	40	100	99	39	17	15	416	353	130	134	154
Total.	2,113	2,999	3,907	3,971	4,042		723	838	826	678	373	412	402	356	317	3,278	4,132	5,097	5,133	4,737
Girls—of the prescribed age, under Rule 6.	461	870	1,319	1,618	748		251	295	297	285	49	67	131	121	119	621	1,363	1,745	1,436	1,100
Do., Over-age.	80	60	50	13	13		45	23	8	10	10	32	7	4	3	115	159	60	25	25
Total.	541	1,030	1,369	1,631	761		296	318	305	295	59	99	138	125	122	736	1,522	1,805	1,461	1,125
Gross Total.	2,654	3,959	5,256	5,602	4,799		1,019	1,156	1,131	973	432	511	540	481	439	3,994	5,651	6,892	6,594	5,858

TABLE II.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1883.

BOYS.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
1	Armagh, Royal School, . . . . .	28	20	10	58
2	„ St. Patrick's College, . . . . .	28	5	2	35
3	Athlone, Ranelagh School, . . . . .	18	9	7	34
4	Athy, Christian Schools, . . . . .	31	2	1	34
5	Bagnalstown, Christian Schools, . . . . .	37	1	1	39
6	Ballinasloe, Temperance Hall, . . . . .	19	5	2	26
7	Ballinrobe, Christian Schools, . . . . .	22	1	—	23
8	Ballymonay, Town Hall, . . . . .	15	9	6	30
9	Belfast, Working Men's Institute, . . . . .	37	7	4	48
10	„ Do. . . . .	39	4	5	48
11	„ Queen's College, . . . . .	29	8	8	45
12	„ Do. . . . .	31	7	7	45
13	„ St. Malachy's College, . . . . .	38	7	3	48
14	„ Do. . . . .	37	8	3	48
15	„ Christian Schools, Donegall-st., . . . . .	36	4	—	40
16	„ Christian Schools, Divis-street, . . . . .	44	—	—	44
17	„ Christian Schools, Oxford-st., . . . . .	23	5	2	40
18	Cahir, Rockwell College, . . . . .	25	3	—	28
19	„ Do. . . . .	20	10	1	31
20	Carlow, Carlow College, . . . . .	36	5	—	41
21	Carriek-on-Suir, Christian Schools, . . . . .	22	1	1	24
22	Cavan, Christian Schools, . . . . .	21	7	3	31
23	Charleville, St. Brigid's Seminary, . . . . .	30	1	—	31
24	Clongowes Wood College, . . . . .	30	5	—	35
25	„ Do. . . . .	29	3	2	34
26	Clelmal, Christ. Schs. (SS. Peter & Paul's), . . . . .	43	—	2	45
27	„ Do. (St. Mary's), . . . . .	31	—	2	33
28	Coleraine, Town Hall, . . . . .	27	3	2	32
29	„ Do. . . . .	28	2	3	33
30	Cockstown, Assembly Rooms, . . . . .	35	4	2	41
31	Cork, Queen's College, . . . . .	43	4	1	48
32	„ Do. . . . .	42	6	2	50
33	„ Christian Schools, Peacocks-lane, . . . . .	39	7	2	48
34	„ Do. . . . .	40	7	2	49
35	„ Do. . . . .	41	5	1	47
36	„ Do. . . . .	41	6	1	48
37	„ Pres. Bros. Ind. Sch., Greenmount, . . . . .	42	—	—	42
38	„ St. Finn Barr's Seminary, . . . . .	30	7	10	47
39	Drogheda, Mayoralty Room, . . . . .	37	9	4	50
40	Dundalk, Educational Institution, . . . . .	25	15	9	49
41	„ St. Mary's College, . . . . .	26	7	5	38
42	„ Christian Schools, . . . . .	42	1	—	43
43	Dunngarvan, St. Augustine's Seminary, . . . . .	25	5	—	30
44	Ennis, Diocesan College, . . . . .	23	6	1	30
45	„ Ennis Grammar School, . . . . .	28	3	—	31
46	Fermoy, St. Colman's College, . . . . .	26	9	—	35
47	„ Do. . . . .	27	8	—	35
48	„ Do. . . . .	33	4	—	37
49	Galway, Grammar School, . . . . .	21	5	6	32
50	„ Queen's College, . . . . .	28	7	4	39
51	Kilkenney, Christian Schools, . . . . .	25	2	—	27
52	„ St. Kieran's College, . . . . .	28	15	5	48
53	Killarney, St. Brendan's Seminary, . . . . .	11	14	9	34
54	Kilrush, Christian Schools, . . . . .	31	3	—	34
55	Lettickenney, Literary Institute, . . . . .	19	6	7	32
56	Limerick, Christian Schools, . . . . .	41	—	—	41
57	„ Do. . . . .	44	—	—	44
58	„ Sacred Heart College, . . . . .	38	9	4	51
59	Listowel, St. Michael's College, . . . . .	17	8	7	32

TABLE II.—continued.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1883.

BOYS—continued.

No. of Centres.	Centre.	Junior.	Middle.	Senior.	Total.
60	Londonderry, Foyle College, . . . .	28	9	18	55
61	„ Magee College, . . . .	30	7	2	39
62	„ Do. . . . .	28	6	1	35
63	„ St. Columb's College, . . . .	34	9	2	45
64	Longford, St. Mel's College, . . . .	22	3	—	25
65	Lurgan, Presbyterian Lecture Hall, . . . .	42	12	1	55
66	Mallow, Patrician Schools, . . . .	43	4	—	47
67	Midleton, Midleton College, . . . .	22	1	2	25
68	Mitchelstown, Christian Schools, . . . .	15	3	—	18
69	Monaghan, St. Macarten's Seminary, . . . .	26	12	—	38
70	„ Town Hall, . . . .	6	4	2	12
71	Monstrath, Monastery School, . . . .	49	2	2	53
72	Mullingar, Christian Schools, . . . .	20	—	—	20
73	Multyfarnham, Wileon's Hospital, . . . .	15	7	5	27
74	Navan, St. Finian's Seminary, . . . .	16	5	3	24
75	„ Do. . . . .	15	5	2	22
76	Newry, Sandy's-street Hall, . . . .	27	3	2	32
77	„ Christian Schools, . . . .	30	1	2	33
78	Omagh, Grand Jury Room, . . . .	22	4	1	27
79	Parsonstown, Presentation Monastery, . . . .	46	2	—	48
80	Rathfarnham, St. Columba's College, . . . .	38	6	6	50
81	Skibbereen, No. 1 National School, . . . .	21	3	4	28
82	Sligo, Town Hall, . . . .	17	13	4	34
83	„ Do. . . . .	17	12	4	33
84	Strabane, Town Hall, . . . .	37	6	—	43
85	Thurles, Christian Schools, . . . .	25	4	—	29
86	Tipperary, Abbey Schools, . . . .	22	12	3	37
87	„ Christian School, . . . .	43	8	—	51
88	Trillick, Corn Exchange, . . . .	45	1	—	46
89	Tnam, St. Jarlath's College, . . . .	30	5	2	37
90	Tullibeg, St. Stanislaus' College, . . . .	33	10	6	49
91	„ Do. . . . .	33	11	5	49
92	Tullow, Monastery School, . . . .	32	3	2	37
93	Waterford, Christian Schools, Mount Sion, . . . .	26	1	—	27
94	„ Do. . . . .	24	2	—	26
95	„ College School, . . . .	26	3	3	32
96	Westport, Christian Schools, . . . .	32	—	—	32
97	Wexford, St. Peter's College, . . . .	28	8	4	40
98	„ Christian Schools, . . . .	33	1	1	35
99	„ Do. . . . .	32	—	—	32
100	Youghal, Christian Schools, . . . .	29	6	2	37
		2,981	588	245	2,764

GIRLS.

107	Armagh, Abbey School, . . . .	19	6	—	25
108	Ballymena, West Church Lecture Hall, . . . .	16	5	6	27
109	Belfast, Ladies' Collegiate School, . . . .	21	17	8	46
110	„ University-rd. Meth. Sund. Sch., . . . .	38	9	3	50
111	„ Methodist College, . . . .	25	9	7	41
112	„ Mercantile Academy, . . . .	24	4	—	28
113	„ Do. . . . .	15	10	5	30

TABLE II.—*continued*.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1883.GIRLS.—*continued*.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
114	Cork, Model School, . . . . .	14	9	5	28
115	Do. . . . .	25	8	1	34
116	„ High School for Girls, . . . . .	20	5	3	28
117	„ Rochelle Seminary, . . . . .	16	9	4	29
118	Dundalk, Market House, . . . . .	19	3	3	25
119	Ennis, Convent of Mercy, . . . . .	24	6	4	34
120	Galway, Mack's Hotel Room, . . . . .	12	5	2	19
121	Kilkenny, Lorette Convent, . . . . .	10	4	—	14
122	Killarney, Lorette Convent, . . . . .	20	6	3	29
123	Limerick, Town Hall . . . . .	14	9	3	26
124	Londonderry, Corporation Hall, . . . . .	20	6	5	31
125	Do. . . . .	21	7	4	32
126	„ Ladies' Collegiate School, . . . . .	11	14	4	29
127	Longford, Convent of Mercy, . . . . .	24	—	1	25
128	Macroom, Convent of Mercy, . . . . .	11	4	—	15
129	Monaghan, St. Louis' Convent, . . . . .	23	1	—	24
130	Mountmellick, Friends' School, . . . . .	16	4	—	20
131	Mullingar, Annunciation Convent, . . . . .	13	—	1	14
132	Navan, Lorette Convent, . . . . .	22	7	3	32
133	Newry, Savings Bank, . . . . .	17	7	1	25
134	Tullamore, Convent of Mercy, . . . . .	16	2	—	18
135	Wexford, Lorette Convent, . . . . .	25	3	1	29
		551	179	77	807

## METROPOLITAN CENTRES—BOYS.

141	Blackrock, French College—Corridor, . . . . .	33	9	6	48
142	„ Do. do. . . . .	33	10	6	49
143	„ Do. Hall, No. 11, . . . . .	31	10	6	47
144	„ Do. Hall, No. 16, . . . . .	34	9	6	49
145	Bray, Bray School, . . . . .	20	5	5	30
146	Castleknock, St. Vincent's College, . . . . .	36	8	3	47
147	Do. . . . .	35	8	4	47
148	Clondalkin, St. Joseph's Seminary, . . . . .	35	1	—	36
149	Dublin, Cen. Mod. Sch., Girls' Draw Room, . . . . .	33	8	1	42
150	„ Do. Boys' „ . . . . .	32	7	1	40
151	„ Christn. Sch. N. Richmond-st., . . . . .	46	2	1	50
152	„ Do. do. . . . .	45	3	—	48
153	„ Do. do. . . . .	48	2	—	50
154	„ Do. do. . . . .	39	2	—	41
155	„ Do. James'-street, . . . . .	57	—	—	57
156	„ Do. Synge-street, . . . . .	57	—	—	57
157	„ Do. Westland-row, . . . . .	56	2	—	58
158	„ R.U. Buildg., Large Concert-hall, . . . . .	38	5	2	45
159	„ Do. do. . . . .	36	6	4	46
160	„ Do. do. . . . .	38	5	4	47
161	„ Do. do. . . . .	37	5	3	45
162	„ Do. Small Concert-hall, . . . . .	33	11	—	44
163	„ Do. do. . . . .	46	—	—	46
164	„ Do. Exam. Hall, No. 3, . . . . .	30	4	5	39
165	„ Do. do. . . . .	35	4	6	45
166	„ Do. Exam. Hall, No. 4, . . . . .	36	4	5	45
167	Kingstown, Town Hall, . . . . .	26	5	3	34
168	Terenure, Carmelite College, . . . . .	36	4	1	41
		1,061	140	72	1,273

TABLE II.—continued.—Showing the NUMBER of STUDENTS who presented themselves for examination at the various Centres in 1883.

METROPOLITAN CENTRES—GIRLS.

No. of Centre	Centre.	Junior.	Middle.	Senior.	Total.
169	Dublin, Alexandra Coll.—Lower Room, .	21	13	16	50
170	Do. Upper Room, .	27	7	3	37
171	University College, . . . .	23	6	1	30
172	Do. . . . .	24	7	4	35
173	Loretto Convent, Stephen's Green, .	21	12	9	42
174	Masonic School, . . . . .	25	11	3	39
175	Rotunda, Pillar Room, . . .	33	6	5	44
176	Do. . . . .	32	5	4	41
		206	67	45	318

SUMMARY.

	Junior.	Middle.	Senior.	Total.	Centres.	No. of Centres Superintendence.
Boys, . . .	4,042	678	317	5,037	128	131
Girls, . . .	757	246	122	1,125	37	38
Total, . . .	4,799	924	439	6,162	165	169

TABLE III.—Showing the ages of Boys and Girls examined in 1883, in the Junior Grade, who, on the 1st June, 1883, attained or were under sixteen years of age.

BOYS.

Ages.	Not over 16 but over 15	Not over 15 but over 14	Not over 14 but over 13	Not over 13 but over 12	Not over 12 but over 11	Not over 11 but over 10	Not over 10 but over 9	Not over 9 but over 8	Total.
No. of Boys, .	1,269	1,113	823	468	204	56	8	2	3,943

GIRLS.

Ages.	Not over 16 but over 15	Not over 15 but over 14	Not over 14 but over 13	Not over 13 but over 12	Not over 12 but over 11	Not over 11 but over 10	Not over 10 but over 9	Not over 9 but over 8	Total.
No. of Girls, .	310	248	116	50	17	3	1	-	745

## TIME TABLE OF EXAMINATIONS, 1883.

*On the First Day on which they present themselves for Examination, Students are required to be in attendance at least Half an Hour before the Examination commences.*

TABLE IV.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1883.

DAY.	JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
FIRST DAY. Monday, 18th June.	Botany,* Domestic Economy,* (Interval)	11-1 1-3 3-5	Botany,* Domestic Economy,* (Interval)	11-1 1-3 3-6	Botany,* Domestic Economy,* (Interval)	11-1 1-3 3-6
SECOND DAY. Tuesday, 19th June.	German, French, (Interval)	10-1 1-3 3-6	German, French, (Interval)	10-1 1-3 3-6	German, French, (Interval)	10-1 1-3 3-6
THIRD DAY. Wednesday, 20th June.	Latin, " (Interval)	10-1 1-3 3-6	Latin, " (Interval)	10-1 1-3 3-6	Latin, " (Interval)	10-1 1-3 3-6
FOURTH DAY. Thursday, 21st June.	English, " (Interval)	10-1 1-3 3-6	English, " (Interval)	10-1 1-3 3-6	English, " (Interval)	10-1 1-3 3-6

FIFTH DAY. Friday, 22nd June.	Greek, . . . " . . .	10-1 1-3 3-6	Greek, . . . " . . .	10-1 1-3 3-6	Greek, . . . " . . .	10-1 1-3 3-6
SIXTH DAY. Saturday, 23rd June.	Drawing, . . . Music, . . .	10-1 1-3 3-6	Drawing, . . . Music, . . .	10-1 1-3 3-6	Drawing, . . . Music, . . .	10-1 1-3 3-6
SEVENTH DAY. Monday, 25th June.	Euclid, . . . Arithmetic, . . .	10-1 1-3 3-5-30	Euclid, . . . Arithmetic, . . .	10-1 1-3 3-5-30	Euclid, . . . Algebra and Arithmetic, . . .	10-1 1-3 3-6
EIGHTH DAY. Tuesday, 26th June.	Algebra, . . . Natural Philosophy, . . .	10-1 1-3 3-6	Algebra, . . . Natural Philosophy, . . .	10-1 1-3 3-6	Plane Trigonometry, † . . . Natural Philosophy, . . .	10-1 1-3 3-6
NINTH DAY. Wednesday, 27th June.	Chemistry, . . . Book-keeping, . . .	10-1 1-3 3-5	Chemistry, . . . " . . .	10-1	Chemistry, . . . Elementary Mechanics, † . . .	10-1 1-3 3-6
LAST DAY. Thursday, 28th June.	Celtic, . . . Italian, . . .	10-1 1-3 3-6	Celtic, . . . Italian, . . .	10-1 1-3 3-6	Celtic, . . . Italian, . . .	10-1 1-3 3-6

\* Girls only

† Boys only.

TABLE V.—Showing the number of Students who passed the Examination.

	JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.		
	Examined.	* Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys—of the prescribed age, under Rule B, . . .	2,943	2,661	54.8	633	460	72.1	302	245	81.4	4,883	2,766	56.6
Do., Over age, . . .	90	46	46.6	40	34	85.0	15	5	33.3	154	85	55.2
Total, . . .	4,042	2,107	52.1	678	494	72.9	317	250	78.9	5,097	2,851	56.6
Girls—of the prescribed age, under Rule B, . . .	745	587	78.8	235	189	80.0	119	102	85.7	1,100	878	79.8
Do., Over age, . . .	12	9	75.0	10	4	40.0	3	2	66.6	25	15	60.0
Total, . . .	757	596	78.7	245	193	78.4	122	104	85.2	1,125	893	79.4
Gross Total, . . .	4,799	2,703	56.3	924	687	74.3	439	354	80.6	6,162	3,744	60.7

TABLE VI.—Showing the number of Students to whom were awarded Money Prizes and Exhibitions.

	£40.	£35 a year for two years.	£15 a year for three years.	Total.
Boys:—				
Junior Grade, . . . .	—	—	81	81
Middle " . . . .	—	23	—	23
Senior " . . . .	12	—	—	12
Total, . . . .	12	23	81	116
Girls:—				
Junior Grade, . . . .	—	—	23	23
Middle " . . . .	—	9	—	9
Senior " . . . .	5	—	—	5
Total, . . . .	5	9	23	37
Gross Total, . . . .	17	32	104	153

TABLE VII.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
Boys:—				
Junior Grade, . . . .	79	77	106	262
Middle " . . . .	19	20	63	101
Senior " . . . .	13	14	29	56
Total, . . . .	111	111	197	419
Girls:—				
Junior Grade, . . . .	18	28	33	79
Middle " . . . .	16	9	10	35
Senior " . . . .	11	8	17	31
Total, . . . .	45	40	60	145
Gross Total, . . . .	156	151	257	564

TABLE VIII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(A.) Of the Prescribed Age.

SUBJECTS.	JUNIOR GRADE.								
	Number of Students who					Proportion per cent. of the Number of Students examined who			
	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek, . . . . .	668	35	124	299	394	14.1	29.6	34.7	65.3
Latin, . . . . .	1,572	411	361	772	800	26.1	23.	49.1	50.9
English, . . . . .	3,526	467	1,379	1,846	1,680	19.2	39.1	52.3	47.7
French, . . . . .	1,903	476	337	863	1,042	25.	20.3	45.3	54.7
German, . . . . .	58	19	15	34	24	32.8	25.9	38.7	41.3
Italian, . . . . .	47	18	11	29	18	38.3	23.4	61.7	38.3
Celtic, . . . . .	42	15	10	25	17	35.7	23.8	59.5	40.5
Arithmetic, . . . . .	3,809	2,055	945	3,000	860	33.2	24.5	77.7	22.3
Book-keeping, . . . . .	1,993	344	729	1,073	920	17.2	36.6	53.6	46.2
Euclid, . . . . .	3,584	1,389	890	2,379	1,205	33.7	27.6	66.3	33.7
Algebra, . . . . .	2,535	491	371	862	1,723	18.	14.3	33.3	66.7
Natural Philosophy, . . . . .	1,890	309	404	793	1,097	16.3	23.6	41.9	58.1
Chemistry, . . . . .	915	84	143	227	688	9.2	15.6	24.6	75.2
Drawing, . . . . .	2,356	173	564	737	1,619	7.4	23.9	31.3	68.7
Music, . . . . .	624	291	167	368	256	32.2	26.7	58.9	41.1

BOYS.

(B.) Over Age—Junior Grade.

Greek, . . . . .	31	—	5	5	26	—	16.1	16.1	83.9
Latin, . . . . .	64	13	21	34	30	20.3	32.8	53.1	46.9
English, . . . . .	96	8	30	46	50	8.3	39.5	47.8	52.2
French, . . . . .	75	5	19	24	51	6.7	25.3	32.	68.
German, . . . . .	1	—	—	—	1	—	—	—	100.
Italian, . . . . .	1	1	—	1	—	100.	—	100.	—
Celtic, . . . . .	—	—	—	—	—	—	—	—	—
Arithmetic, . . . . .	96	36	28	64	34	36.7	28.5	65.2	34.8
Book-keeping, . . . . .	52	7	29	27	25	13.5	38.4	51.9	48.1
Euclid, . . . . .	93	24	21	45	48	25.3	22.6	48.4	51.6
Algebra, . . . . .	80	19	6	16	64	12.5	7.5	20.	80.
Natural Philosophy, . . . . .	51	5	8	13	38	9.8	15.7	25.6	74.6
Chemistry, . . . . .	19	1	—	1	18	5.3	—	5.3	94.7
Drawing, . . . . .	39	—	4	4	26	—	13.3	13.3	86.7
Music, . . . . .	6	—	2	2	4	—	3.3	3.3	96.7

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed,

(A.) Of the Prescribed Age.

Middle Grade.									BOYS.
Number of Students who					Proportion per cent. of the number of Students examined who				SUBJECTS
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	
293	79	97	176	119	26.8	32.9	59.7	40.3	Greek.
442	119	161	280	162	26.9	36.4	63.3	36.7	Latin.
618	165	252	417	201	26.7	40.8	67.5	32.5	English.
456	218	70	288	168	47.0	15.3	62.3	37.7	French.
26	6	10	16	10	23.1	38.5	61.6	38.4	German.
30	25	2	27	3	83.3	6.7	90.	10.	Italian.
21	20	1	21	—	95.2	4.8	100.	—	Celtic.
635	226	256	482	153	35.6	40.3	75.9	24.1	Arithmetic.
626	295	198	493	133	47.1	31.6	78.7	21.3	Euclid.
557	123	276	399	158	22.1	49.5	71.6	28.4	Algebra.
448	62	84	146	292	13.8	21.	34.8	65.2	Natural Philosophy.
185	27	24	51	134	14.6	13.	27.6	72.4	Chemistry.
274	52	100	152	122	19.	36.5	55.5	44.5	Drawing.
36	16	7	23	13	44.4	19.4	63.8	36.2	Music.

(B.) Over Age—Middle Grade.

BOYS.

23	—	11	11	12	—	47.8	47.8	52.2	Greek.
32	1	14	15	17	3.1	43.7	46.3	53.7	Latin.
40	6	29	35	5	15.	72.5	87.5	12.5	English.
34	10	10	20	14	29.4	29.4	58.8	41.2	French.
—	—	—	—	—	—	—	—	—	German.
—	—	—	—	—	—	—	—	—	Italian.
—	—	—	—	—	—	—	—	—	Celtic.
59	8	17	25	14	20.5	43.6	64.1	35.9	Arithmetic.
37	11	15	26	11	29.7	40.5	70.2	29.8	Euclid.
32	4	12	16	16	12.5	37.5	50.	50.	Algebra.
31	1	11	12	19	3.2	35.5	38.7	61.3	Natural Philosophy.
8	—	—	—	8	—	—	—	100.	Chemistry.
12	1	4	5	7	8.3	33.3	41.6	58.4	Drawing.
—	—	—	—	—	—	—	—	—	Music.

xx *Report of the Intermediate Education Board for Ireland.*

TABLE VIII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(A.) Of the Prescribed Age.

BOYS.	Senior Grade.								
	Number of Students who					Proportion per cent. of the number of Students examined who			
	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek, . . . . .	185	48	61	109	76	25.9	33.	58.9	41.1
Latin, . . . . .	244	91	92	183	61	37.3	37.7	75.	25.
English, . . . . .	296	197	77	274	22	66.5	26.	92.5	7.5
French, . . . . .	245	125	20	145	100	51.	8.2	59.2	40.8
German, . . . . .	24	4	11	15	9	16.7	45.8	62.5	37.5
Italian, . . . . .	14	8	4	12	2	57.1	28.5	85.6	14.4
Celtic, . . . . .	8	5	-	5	3	62.5	-	62.5	37.5
Euclid, . . . . .	294	142	92	234	60	48.3	31.3	79.6	20.4
Algebra and Arithmetic, .	283	56	92	148	135	9.2	32.5	41.7	58.3
Plane Trigonometry, .	197	44	60	104	93	22.3	30.5	52.8	47.2
Elementary Mechanics, .	142	49	32	81	61	34.5	22.5	57.	43.
Natural Philosophy, .	181	21	42	63	118	11.6	23.2	34.8	65.2
Chemistry, . . . . .	41	14	5	19	22	34.1	12.2	46.3	53.7
Drawing, . . . . .	79	15	22	37	42	19.	27.8	46.8	53.2
Music, . . . . .	12	4	5	9	3	33.3	41.7	75.	25.

BOYS. (B.) Over Age—Senior Grade.

Greek, . . . . .	6	-	2	2	4	-	33.3	33.3	66.7
Latin, . . . . .	9	-	2	2	7	-	22.2	22.2	77.8
English, . . . . .	10	5	4	9	1	50.	40.	90.	10.
French, . . . . .	6	1	2	3	3	16.7	33.3	50.	50.
German, . . . . .	1	-	-	-	1	-	-	-	100.
Italian, . . . . .	-	-	-	-	-	-	-	-	-
Celtic, . . . . .	-	-	-	-	-	-	-	-	-
Euclid, . . . . .	8	1	5	6	2	12.5	62.5	75.	25.
Algebra and Arithmetic, .	7	-	-	-	7	-	-	-	100.
Plane Trigonometry, .	3	-	-	-	3	-	-	-	100.
Elementary Mechanics, .	1	-	-	-	1	-	-	-	100.
Natural Philosophy, .	5	1	-	1	4	20.	-	20.	80.
Chemistry, . . . . .	1	1	-	1	-	100.	-	100.	-
Drawing, . . . . .	4	-	1	1	3	-	25.	25.	75.
Music, . . . . .	1	-	-	-	1	-	-	-	100.

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion per cent. of those examined, (6) who passed with failed.

(A.) Of the Prescribed Age.

Total in all Grades.									BOYS.
Number of Students who					Proportion per cent. of the number of Students examined who				SUBJECTS.
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	
1,033	212	202	494	589	19.6	26.	45.6	54.4	Greek.
2,238	621	614	1,235	1,023	27.5	27.2	54.7	45.3	Latin.
4,410	829	1,708	2,537	1,903	18.7	38.5	57.2	42.8	English.
2,606	819	477	1,296	1,310	31.4	18.3	49.7	50.3	French.
160	29	36	65	43	27.	33.3	60.3	39.7	German.
91	51	17	68	23	56.	18.7	74.7	25.3	Italian.
71	40	11	51	20	56.3	15.5	71.8	28.2	Celtic.
4,493	2,281	1,201	3,482	1,013	59.8	26.7	77.5	22.5	Arithmetic.†
1,903	544	729	1,073	930	17.2	36.6	53.8	46.2	Book-keeping.†
4,504	1,836	1,200	3,106	1,398	40.5	28.4	68.9	31.1	Euclid.
3,142	614	647	1,261	1,881	19.5	29.6	49.1	50.9	Algebra.†
283	26	92	118	165	9.2	32.5	41.7	58.3	Algebra and Arithmetic.*
187	44	60	104	83	22.8	30.5	52.8	47.2	Plane Trigonometry.*
142	49	32	81	61	34.5	22.5	57.	43.	Elementary Mechanics.*
2,519	392	630	1,012	1,507	15.6	24.6	40.2	59.8	Natural Philosophy.
1,141	125	172	297	844	11.	15.1	26.1	73.9	Chemistry.
2,709	240	606	926	1,783	8.8	23.3	34.1	65.9	Drawing.
672	221	179	400	272	32.9	26.6	59.5	40.5	Music.

(B.) Over Age—Total in all Grades.

					BOYS.				SUBJECTS.
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	
60	-	18	18	42	-	30.	50.	70.	Greek.
105	14	37	51	54	13.3	35.2	48.5	51.5	Latin.
146	19	71	90	56	13.	48.6	61.6	38.4	English.
115	16	31	47	68	13.9	27.	40.9	59.1	French.
2	-	-	-	2	-	-	-	100.	German.
1	1	-	1	-	100.	-	100.	-	Italian.
137	44	45	89	48	32.1	32.8	64.9	35.1	Celtic.
52	7	20	27	25	13.5	38.5	52.	48.	Arithmetic.†
138	36	41	77	61	26.1	29.7	55.8	44.2	Book-keeping.†
112	14	18	32	80	12.5	16.1	28.6	71.4	Euclid.
7	-	-	-	7	-	-	-	100.	Algebra.†
3	-	-	-	3	-	-	-	100.	Algebra and Arithmetic.*
1	-	-	-	1	-	-	-	100.	Plane Trigonometry.*
87	7	19	26	61	8.	21.8	29.8	70.2	Elementary Mechanics.*
28	2	-	2	26	7.1	-	7.1	92.9	Natural Philosophy.
46	1	9	10	36	2.2	19.6	21.8	78.2	Chemistry.
7	-	2	2	5	-	28.6	29.6	71.4	Drawing.
									Music.

\* Senior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.

TABLE VIII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who

(C.) Of the Prescribed Age.

GIRLS.	Junior Grade.							
	Number of Students who					Proportion per cent. of the number of students examined who		
	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.
Greek, . . . . .	3	—	—	—	3	—	—	100·
Latin, . . . . .	75	14	17	31	44	18·7	22·7	50·6
English, . . . . .	713	233	321	554	159	33·7	45·	77·7
French, . . . . .	587	87	120	215	372	16·2	23·8	40·
German, . . . . .	167	21	36	57	50	19·6	33·6	53·2
Italian, . . . . .	28	13	4	22	6	64·3	14·3	79·6
Celtic, . . . . .	—	—	—	—	—	—	—	—
Arithmetic, . . . . .	719	353	181	534	185	49·1	25·2	74·3
Book-keeping, . . . . .	178	50	78	128	50	28·1	43·8	71·9
Euclid, . . . . .	140	29	29	58	82	26·7	20·7	47·4
Algebra, . . . . .	175	53	33	86	89	30·3	18·8	49·1
Natural Philosophy, . . . . .	100	15	35	50	50	15·	35·	50·
Chemistry, . . . . .	6	—	2	2	4	—	33·3	33·3
Botany, . . . . .	164	33	55	88	76	20·1	33·5	53·6
Drawing, . . . . .	400	21	104	125	275	5·2	26·	31·2
Music, . . . . .	442	205	126	331	111	46·4	28·5	74·9

GIRLS.

(D.) Over Age—Junior Grade.

Greek, . . . . .	—	—	—	—	—	—	—	—
Latin, . . . . .	1	—	1	1	—	—	100·	100·
English, . . . . .	12	3	5	8	4	25·	41·7	66·7
French, . . . . .	9	2	4	6	3	22·2	44·4	66·6
German, . . . . .	1	—	—	—	1	—	—	100·
Italian, . . . . .	—	—	—	—	—	—	—	—
Celtic, . . . . .	—	—	—	—	—	—	—	—
Arithmetic, . . . . .	11	5	4	9	2	45·4	36·4	81·8
Book-keeping, . . . . .	2	1	1	2	—	50·	50·	100·
Euclid, . . . . .	4	1	1	2	2	25·	25·	50·
Algebra, . . . . .	3	1	—	1	2	33·3	—	33·3
Natural Philosophy, . . . . .	1	—	1	1	—	—	100·	100·
Chemistry, . . . . .	—	—	—	—	—	—	—	—
Botany, . . . . .	2	—	—	—	2	—	—	100·
Drawing, . . . . .	4	—	1	1	2	—	25·	25·
Music, . . . . .	5	2	1	3	2	40·	20·	60·

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(C.) Of the Prescribed Age.

Middle Grade.										GIRLS.
Number of Students who					Proportion per cent. of the number of Students examined who				Subjects.	
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.		
6	1	1	2	4	16.7	16.7	33.4	66.6	Greek.	
34	3	13	16	18	8.8	38.2	47	53	Latin.	
232	75	109	184	46	32.3	47	79.3	20.7	English.	
202	108	29	137	65	53.5	14.3	67.8	32.2	French.	
45	11	9	20	25	24.4	20	44.4	55.6	German.	
19	14	1	15	4	73.7	5.3	79	21	Italian.	
223	49	72	127	96	22	35	57	43	Celtic.	
									Arithmetic.	
96	29	32	61	35	30.2	33.3	63.5	36.5	Euclid.	
94	25	42	67	27	26.6	44.7	71.3	28.7	Algebra.	
39	3	21	24	35	5.1	35.6	40.7	59.3	Natural Philosophy.	
8	1	2	3	5	12.5	25	37.5	62.5	Chemistry.	
63	15	19	34	29	23.8	30.2	54	46	Botany.	
143	22	48	70	73	15.4	33.6	49	51	Drawing.	
189	42	46	88	51	30.2	33.1	63.3	36.7	Music.	

(D.) Over Age—Middle Grade.

GIRLS.

-	-	-	-	-	-	-	-	-	Greek.	
10	2	3	5	5	20	30	50	50	Latin.	
6	2	2	4	2	33.3	33.3	66.6	33.4	English.	
2	-	-	-	2	-	-	-	100	French.	
1	-	-	-	1	-	-	-	100	German.	
-	-	-	-	-	-	-	-	-	Italian.	
9	1	3	4	5	1.1	33.3	34.4	65.6	Celtic.	
									Arithmetic.	
1	1	-	1	-	100	-	100	-	Euclid.	
1	1	-	1	-	100	-	100	-	Algebra.	
3	-	-	-	3	-	-	-	100	Natural Philosophy.	
-	-	-	-	-	-	-	-	-	Chemistry.	
3	3	-	3	-	100	-	100	-	Botany.	
6	-	2	2	4	-	33.3	33.3	66.7	Drawing.	
6	-	1	1	5	-	16.6	16.6	33.4	Music.	

TABLE VIII.—Showing for each subject (1) the number of students who were without Honors, (4) the total number who passed, and (5) the number Honors, (7) who passed without Honors, (8) who passed, and (9) who  
(C.) Of the Prescribed Age.

GIRLS.	Senior Grade.								
	Number of Students who					Proportion per cent. of the number of Students examined who			
	Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.
Greek, . . . . .	2	—	1	1	1	—	50·	50·	50·
Latin, . . . . .	33	3	16	19	14	9·1	48·5	57·6	42·4
English, . . . . .	115	60	39	99	16	52·2	33·9	86·1	13·9
French, . . . . .	197	67	17	84	23	62·6	15·9	78·5	21·5
German, . . . . .	33	2	12	14	19	6·1	26·4	42·5	57·5
Italian, . . . . .	13	10	3	13	—	76·9	23·1	100·	—
Celtic, . . . . .	1	1	—	1	—	100·	—	100·	—
Euclid, . . . . .	47	15	23	38	9	31·9	48·9	80·8	19·2
Algebra and Arithmetic, .	79	2	12	14	65	2·5	15·2	17·7	82·3
Natural Philosophy, . .	46	2	10	12	34	4·3	21·7	26·	74·
Chemistry, . . . . .	2	—	—	—	2	—	—	—	100·
Botany, . . . . .	15	6	5	11	4	40·	33·3	73·3	26·7
Drawing, . . . . .	48	13	10	23	25	27·1	20·6	47·9	52·1
Music, . . . . .	65	31	25	56	9	47·7	33·4	86·1	13·9

## GIRLS. (D.) Over Age—Senior Grade.

Greek, . . . . .	—	—	—	—	—	—	—	—	—
Latin, . . . . .	—	—	—	—	—	—	—	—	—
English, . . . . .	3	2	1	3	—	66·7	33·3	100·	—
French, . . . . .	2	1	—	1	1	50·	—	50·	50·
German, . . . . .	1	—	1	1	—	—	100·	100·	—
Italian, . . . . .	1	1	—	1	—	100·	—	100·	—
Celtic, . . . . .	—	—	—	—	—	—	—	—	—
Euclid, . . . . .	1	—	1	1	—	—	100·	100·	—
Algebra and Arithmetic, .	2	—	—	—	2	—	—	—	100·
Natural Philosophy, . .	1	—	—	—	1	—	—	—	100·
Chemistry, . . . . .	—	—	—	—	—	—	—	—	—
Botany, . . . . .	1	1	—	1	—	100·	—	100·	—
Drawing, . . . . .	—	—	—	—	—	—	—	—	—
Music, . . . . .	1	—	1	1	—	—	100·	100·	—

examined, (2) the number who passed with Honors, (3) the number who passed who failed; also the proportion *per cent.* of those examined, (6) who passed with failed.

(C.) Of the Prescribed Age.

Total in all Grades.										GIRLS.
Number of Students who					Proportion per cent. of the number of Students examined who				Subjects.	
Were examined.	Passed with Honors.	Passed without Honors.	Passed.	Failed.	Passed with Honors.	Passed without Honors.	Passed.	Failed.		
11	1	2	3	8	9.1	18.2	27.3	72.7	Greek.	
143	20	46	66	76	14.1	32.4	46.5	53.5	Latin.	
1,060	368	469	837	223	34.7	44.2	78.9	21.1	English.	
846	262	174	436	410	31.	20.6	51.6	48.4	French.	
185	34	57	91	94	18.4	30.8	49.2	50.8	German.	
60	42	8	50	10	70.	13.3	83.3	16.7	Italian.	
1	1	-	1	-	100.	-	100.	-	Celtic.	
942	402	259	661	281	42.7	27.5	70.2	29.8	Arithmetic.†	
173	50	78	128	50	28.1	45.8	71.9	28.1	Book-keeping.‡	
283	73	84	157	126	25.8	29.7	55.5	44.5	Euclid.	
269	78	75	153	116	29.	27.9	56.9	43.1	Algebra.†	
79	2	12	14	65	2.5	15.2	17.7	82.3	Algebra and Arithmetic.	
203	20	66	86	119	9.7	32.2	41.9	58.1	Natural Philosophy.	
16	1	4	5	11	6.3	25.	31.3	68.7	Chemistry.	
242	54	79	133	109	22.3	32.6	54.9	45.1	Botany.	
591	56	162	218	373	9.6	27.4	37.	63.	Drawing.	
646	278	197	475	171	43.	30.5	73.5	26.5	Music.	

(D.) Over Age—Total in all Grades.

GIRLS.

-	-	-	-	-	-	-	-	-	Greek.
1	-	1	1	-	-	100.	100.	-	Latin.
25	7	9	16	9	20.	36.	64.	36.	English.
17	5	6	11	6	29.4	35.3	64.7	35.3	French.
4	-	1	1	3	-	25.	25.	75.	German.
2	1	-	1	1	50.	-	50.	50.	Italian.
-	-	-	-	-	-	-	-	-	Celtic.
20	6	7	13	7	30.	35.	65.	35.	Arithmetic.†
2	1	1	3	-	50.	50.	100.	-	Book-keeping.‡
6	2	2	4	2	33.3	33.3	66.7	33.3	Euclid.
4	2	-	2	2	50.	-	50.	50.	Algebra.†
2	-	-	-	2	-	-	-	100.	Algebra and Arithmetic.
5	-	1	1	4	-	20.	20.	80.	Natural Philosophy.
-	-	-	-	-	-	-	-	-	Chemistry.
6	4	-	4	2	66.7	-	66.7	33.3	Botany.
10	-	3	3	7	-	30.	30.	70.	Drawing.
12	2	3	5	7	16.7	25.	41.7	58.3	Music.

\* Senior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.

TABLE IX.—ACCOUNTS of the BOARD for

(A) CAPITAL

	Securities.			Cash.		
	£	s.	d.	£	s.	d.
Balance on 1st January, 1883, . . . . .	1,000,000	0	0	—	—	—
Surplus Income, . . . . .	—	—	—	3,007	6	0
Securities Purchased, viz.:—Government New 3 Per Cent. Stock, . . . . .	2,961	0	0	—	—	—
£	1,002,961	0	0	3,007	6	0

(B) INCOME

RECEIPTS.	£	s.	d.	£	s.	d.
<i>In respect of the year 1882:—</i>						
Cash Balance as per Report of 1882, . . . . . £2,714 3 4½						
Results Fees for 1882 to be refunded by Teachers, . . . . . 17 16 3						
	2,731	19	7½			
Cheques for Results Fees which have not been presented, . . . . . 28 13 9						
Refund of Income Tax, . . . . . 778 12 11						
Sales of Publications, . . . . . 84 2 10						
[Cr. Balance, 1882, £137 18s. 11½d.]				3,628	9	1½
<i>In respect of the year 1883:—</i>						
Interest on Securities, . . . . . 32,551 14 4						
“ Cash on deposit, . . . . . 82 13 11						
Examination Fees, . . . . . 894 2 1						
Do. (late) Fees, . . . . . 21 15 0						
				33,550	5	4
* [Cr. Balance, 1883, £7,077 16s. 7d.]						
				£	37,179	14 5½

\* The liability against this Balance (including cost of Audit) is estimated at £300.

*Report of the Intermediate Education Board for Ireland.* xxvi.

the year ended 31st December, 1883.

ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Cash Invested in Government Securities (as per contra), . . . . .	—	3,007 6 0
Balance on 31st December, 1883, . . . . .	1,002,961 0 0	—
£	1,002,961 0 0	3,007 6 0

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1882 :—</i>		
<i>Administration—</i>		
Stationery, . . . . .	32 3 3	
Incidental Expenses, . . . . .	40 15 0	72 18 3
<i>Examinations—</i>		
Hire of Rooms, . . . . .	32 10 0	
Printing and Stationery, . . . . .	71 15 5	
Petty Expenses, . . . . .	0 7 6	104 12 11
<i>Rewards—</i>		
Medals and Minor Prizes, . . . . .	108 1 0	
Results Fees, . . . . .	92 12 0	200 13 0
Cost of Audit, . . . . .	—	100 0 0
Transferred to Capital, . . . . .	—	3,007 6 0
		3,485 10 2
<i>In respect of the year 1883 :—</i>		
<i>Administration—</i>		
Permanent Salaries, . . . . .	2,607 9 6	
Writers, . . . . .	717 5 2	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	39 2 1	
Incidental Expenses, . . . . .	132 16 1	3,561 5 2
<i>Examinations—</i>		
Examiners, . . . . .	4,030 0 0	
Do, Locomotive Expenses, . . . . .	32 7 0	
Centre Superintendents, . . . . .	2,535 0 0	
Do, Locomotive Expenses, . . . . .	331 9 6	
Hire of Rooms, . . . . .	124 11 0	
Printing and Stationery, . . . . .	1,264 5 7	
Petty Expenses, . . . . .	*485 3 0	8,302 16 1
<i>Rewards—</i>		
Money Prizes, and a moiety of Exhibitions, awarded in 1883, . . . . .	1,860 0 0	
Retained Exhibitions of 1881 and 1882, . . . . .	5,525 0 0	
Medals, . . . . .	243 14 3	
Minor Prizes, . . . . .	1,017 0 0	
Results Fees, . . . . .	5,402 13 3	14,108 7 6
<i>Balance—</i>		
Cash, . . . . .	6,435 3 4½	
Results Fees, 1882, to be refunded by Teachers, . . . . .	1 19 3	
Income Tax to be refunded, . . . . .	778 12 11	7,215 15 6½
		£ 37,173 14 5½

\* Under this are included Advertisements, Postage, Carriage of Parcels, and sundry petty expenses.

Given under our  
Common Seal this  
24th day of March,  
1884.

L.S.

Present at Board Meeting  
when Seal was affixed,

ARTHUR HILL CURTIS,  
T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

---

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.

Right Hon. Lord O'HAGAN, K.P., Vice-Chairman.

Right Hon. C. PALLES, LL.D., Lord Chief Baron of the  
Exchequer in Ireland.

Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Regius  
Professor of Divinity, University of Dublin.

The Right Hon. the O'CONOR DON, D.L.

JAMES P. CORRY, esq., M.P., J.P.

Rev. JACKSON SMYTH, D.D.

ASSISTANT COMMISSIONERS.

ARTHUR HILL CURTIS, LL.D., D.Sc.

T. J. BELLINGHAM BRADY, LL.D.



# APPENDIX.

## APPENDIX I.

### RULES.

The Intermediate Education Board for Ireland, in pursuance and by virtue of the "Intermediate Education (Ireland) Act, 1878," do hereby, with the approval of His Excellency FRANCIS THOMAS DE GREY, EARL COWPER, Lord Lieutenant General and General Governor of Ireland, make the following rules for the purposes of said Act :—

#### *Examinations.*

Examinations extending over a course of three years shall be held in accordance with the rules following :—

1. The examinations in each of the three grades shall be held between the first day of June and the first day of August, at convenient centres to be selected by the Board, with the approval of the Lord Lieutenant.

The following shall be the subjects of Examination, viz :—

#### JUNIOR GRADE.

- (1.) The ancient language, literature, and history of Greece ;
- (2.) The ancient language, literature, and history of Rome ;
- (3.) The language, literature, and history of Great Britain and Ireland ;
- (4.) The French language ;
- (5.) The German language ;
- (6.) The Italian language ;
- (7.) The Celtic language and literature ;
- (8.) Mathematics, i.e. :—
  - Section* Arithmetic ;
  - Section* Book-keeping ;
  - Section* Euclid ;
  - Section* Algebra ;
- (9.) Chemistry ;
- (10.) Natural Philosophy ;
- (11.) Botany (for Girls only) ;
- (12.) Drawing ;
- (13.) Music (Theory of).

#### MIDDLE GRADE.

- (1.) The ancient language, literature, and history of Greece ;
- (2.) The ancient language, literature, and history of Rome ;
- (3.) The language, literature, and history of Great Britain and Ireland ;
- (4.) The French language ;
- (5.) The German language ;
- (6.) The Italian language ;
- (7.) The Celtic language and literature ;

\* The Board, with the approval of His Excellency the Lord Lieutenant, have added Domestic Economy to the subjects of Examination for Girls. See Programme, *infra*, pp. 14, 19, 24.

- (8.) Mathematics, *i.e.* :  
     *Section* Arithmetic ;  
     *Section* Euclid ;  
     *Section* Algebra ;  
 (9.) Chemistry ;  
 (10.) Natural Philosophy ;  
 (11.) Botany (for Girls only) ;  
 (12.) Drawing ;  
 (13.) Music (Theory of).

## SENIOR GRADE.

- (1.) The ancient language, literature, and history of Greece ;  
 (2.) The ancient language, literature, and history of Rome ;  
 (3.) The language, literature, and history of Great Britain and Ireland ;  
 (4.) The French language ;  
 (5.) The German language ;  
 (6.) The Italian language ;  
 (7.) The Celtic language and literature ;  
 (8.) Mathematics, *i.e.* :  
     *Section* Arithmetic and Algebra  
     *Section* Euclid ;  
     *Section* Plane Trigonometry ;†  
     *Section* Elementary Mechanics ;‡  
 (9.) Chemistry ;  
 (10.) Natural Philosophy ;  
 (11.) Botany (for Girls only) ;  
 (12.) Animal Physiology (for Girls only) ;†  
 (13.) Drawing ;  
 (14.) Music (Theory of).

2. The Board shall annually publish a programme of the examinations setting forth the several subjects in detail, and including a list of the authors in which the literary part of the examinations shall consist, together with the scale of Results Fees, and such other information as they may deem desirable ; and a copy shall be furnished by the Board to any person on application, upon payment of such price therefor as shall be fixed by the Board.

3. The Board shall, in each year, give notice by public advertisement of the dates on which the examinations will be held.

4. The Board shall, in each year, prepare and publish a list of examiners in the various subjects for the year, to which list additions may, if necessary, be made during the year from time to time ; and a sufficient number shall be selected from such list, with the approval of the Lord Lieutenant, to conduct the examinations.

5. Any student shall be eligible for examination who, on the first day of June, in the year in which he shall present himself, shall in the junior grade either attain or be under the age of 16 years ; in the middle grade either attain or be under the age of 17 years ; and in the senior grade either attain or be under the age of 18 years.

6. Students intending to present themselves for examination shall, on or before the 31st March in each year, send to the Board notice of their intention together with satisfactory evidence of age. (See Rule 8, *infra*.)

\* See note \*), p. 1.

† The Board, with the approval of His Excellency the Lord Lieutenant, have removed these subjects from the Programme for Girls.

They shall also specify the subjects and sections of the programme in which they propose to present themselves, and the centre at which they wish to be examined. The subjects and sections specified must be so selected that the total marks assigned to them in the Programme shall not in the aggregate exceed 7,500.\* A student shall not be examined in any subject, or at any centre not specified in his notice, without the permission of the Board, applied for previous to the 1st of May.

7. Stamped Forms of Notices for the several grades, price 2s. 6d. each, shall be on sale with the Stamp Distributors throughout Ireland, from the 1st of February to the 31st of March in each year. Forms of Notice should be sent in on or before the last day of February. Forms sent in after that date will be received up to the 31st day of March, on payment of a late fee of 2s. 6d. Students shall also send to the Board a declaration signed by a parent, guardian, or teacher, stating under what teachers, and in what part of Ireland they have pursued their studies during the year preceding the examination. A number shall be assigned to each student so giving notice of his intention to be examined, by which alone he shall be known in the subsequent examination. Before admitting any student to examination, the Board shall satisfy itself that during the year preceding the date of examination he has pursued a course of study in Ireland.

8. The Board will accept as satisfactory evidence of age, (1) a certified extract from a public registry of births; (2) a baptismal certificate, accompanied by a statement in writing of a parent or guardian giving the date of birth; (3) in case neither (1) nor (2) can be obtained, a statutable declaration from a parent or guardian stating date of birth.

9. Students over the ages prescribed by rule 5, but who shall on the 1st day of June, in the year in which they present themselves, either attain or be under the ages of 17, 18, and 19, in the junior, middle, and senior grades respectively, shall be allowed to present themselves for examination; but no account shall be taken of such students in the awarding of exhibitions, prizes, and results fees, and the names of those who pass will be published in a separate list. Such students shall pay a fee of ten shillings each, by stamped forms obtainable as above. (Rule 7.)

10. No student shall obtain credit for the examination generally, or be awarded any exhibition, prize, or certificate at any examination, nor shall his name be published in the Schedule of Results, unless he pass in at least two subjects, of which one shall be Greek, Latin, English, or Mathematics.

11. In each subject or section, according to their answering, students may be awarded, (1) pass marks; (2) honor marks. To pass in any subject or section it will be necessary and sufficient to obtain 25 per cent. of the gross total of marks assigned to the questions in that subject or section; to gain honor marks, 45 per cent. of the gross total of marks assigned to the questions in that subject or section: always provided that no student shall be awarded a pass or honor mark in Greek, Latin, French, German, Italian, or Celtic, who shall not have obtained at least 20 per cent. of the marks assigned to Grammar; and that if, in any subject or subjects, the answers of a student exhibit gross ignorance in English orthography or in English grammar, he shall be disallowed the examination altogether.

12. In order to pass in the subject "Mathematics," Junior Grade, it will be necessary for boys to pass in Section Arithmetic together with

\* The Board, with the approval of His Excellency the Lord Lieutenant, have reduced this number to 7,000 for the year 1888. See Programme, *infra*, p. 2.

either Section Euclid, or Section Algebra; for girls it will be sufficient to pass in Section Arithmetic.

In order to pass in the subject "Mathematics," Middle and Senior Grades, it will be necessary for boys to pass in two sections. Girls may obtain a pass in Mathematics by passing in one section.

When the conditions of Rule 10 have been satisfied, marks gained in any section of Mathematics may be counted towards Exhibitions, Prizes, and Results Fees.

13. All the examinations under this Act shall be conducted in writing.

14. No restrictions are placed on students, who are not affected by Rules 24, 25, presenting themselves more than once for examination in the same grade, if not disqualified by age; but results fees will not be paid in respect of the same subjects a second time in the same grade.

15. Students shall conform to the Rules in Schedule A, and all other rules which the Board shall issue for their direction.

16. The Board shall have power, in case of the occurrence of accidents or irregularities at any centre, to order a second examination in the subject or subjects in regard of which such accidents or irregularities may have occurred; and the marks obtained at such second examination shall, for all intents and purposes, be regarded as obtained at the first examination.

17. In case a student, through any mistake, should not be awarded marks to which he is entitled on his answering, and should thereby fail to obtain any exhibition, prize, or medal to which his marks when amended shall entitle him, the Board shall have power to award such student an exhibition, prize, or medal, and to alter the Schedule of Results accordingly.

#### *Prizes and Exhibitions.*

18. Exhibitions not exceeding\* £15 a year, tenable for three years, and payable in half-yearly instalments, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the junior grade, among those who shall have passed in accordance with Rule 27.

19. Exhibitions not exceeding\* £25 a year, tenable for two years, and payable in half-yearly instalments, shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the middle grade, among those who shall have passed in accordance with Rule 27.

20. No student shall hold two exhibitions at the same time.

21. Prizes not exceeding\* £40 shall be awarded to such students as the Board shall adjudge to have obtained the highest places at the examination in the senior grade, among those who shall have passed in accordance with Rule 27. No student shall be awarded such prize a second time. No student obtaining such prize shall retain any exhibition previously obtained.

22. No exhibition under the Act shall be tenable by, and no prize except medals or minor prizes shall be awarded to any student holding a scholarship, exhibition, or free scholarship from any other endowment.

23. No matriculated student of any University shall be eligible for examination in any grade.

24. No exhibition shall continue to be held by any student unless in each year for which such Exhibition is tenable he shall present himself for examination in a grade superior to that in which he ob-

\* The scale of Prizes and Exhibitions is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

tained or retained it in the previous year, and pass in three or more subjects to which at least 3,000 marks in the aggregate are assigned, and pass with honors in a subject, or subjects, representing in the aggregate not less than 1,000 of these marks.

25. No student shall be allowed to present himself in a grade in which he has already obtained an exhibition or £40\* prize.

26. Should a student, through illness or other sufficient cause, fail to comply with the conditions of holding an exhibition, the Board may, at their discretion, permit such student to resume the exhibition on such terms as they may prescribe.

27. The number of exhibitions to be awarded in the junior and middle grades, and of £40\* prizes in the senior grade, shall not exceed one for every fifteen students in the aggregate who shall have passed in at least three of the following subjects, viz. :—

- |               |                                 |
|---------------|---------------------------------|
| (a.) Greek,   | (g.) Celtic,                    |
| (b.) Latin,   | (h.) Mathematics (see Rule 13), |
| (c.) English, | (i.) Chemistry,                 |
| (d.) French,  | (j.) Natural Philosophy,        |
| (e.) German,  | (k.) Drawing,                   |
| (f.) Italian, | (l.) Music;                     |

but of these three *two* must be from among the following:—Greek, Latin, English, or Mathematics; in the case of Girls, a Modern Language may be taken as *one* of the *two*. If, on dividing the aggregate above referred to by fifteen, there shall remain a number not less than eight, an additional exhibition shall be awarded; but if the Board do not consider that sufficient merit has been shown, a smaller number of exhibitions may be awarded.

28. The Board may award gold or silver medals as follows: to the boy and girl whom the Board shall adjudge to have obtained the first place in each grade, a gold medal; to the boy and girl whom the Board shall adjudge to have obtained the second place in each grade, a silver medal; to the boys whom the Board shall adjudge to be the best answerers in the several grades, in Greek, in Latin, in Mathematics, including Book-keeping, in English, and in Modern Languages, respectively, a gold medal; to the boys whom the Board shall adjudge to be the best answerers in Natural Philosophy, in Chemistry, in French, in German, in Italian, in Celtic, in Drawing, and in Music, respectively, a silver medal; to the girls whom the Board shall adjudge to be the best answerers in Latin, in English, in Modern Languages, in Mathematics, including Book-keeping, in Drawing, and in Music, respectively, a gold medal; to the girls whom the Board shall adjudge to be the best answerers in Greek, in French, in German, in Italian, in Celtic, in Natural Philosophy, in Chemistry, respectively, a silver medal.

29. The Board may award prizes in books to distinguished students who may have failed to obtain exhibitions. These prizes shall be of the following values in each grade: first class prize, £3; second class prize, £2; third class prize, £1.

30. The exhibitions, £40\* prizes, medals, and prizes enumerated in the foregoing section, shall be awarded to the students in each year, without reference to the order of merit in the examination list for any particular place of examination.

31. The exhibitions, prizes, and prizes in books, will be given according to the aggregate total of marks obtained by the students esti-

\* The scale of Prizes and Exhibitions is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

mated in the following manner:—first, the marks obtained in each subject or section in which the student has passed will be diminished by 25 *per cent.* of the maximum assigned to that subject or section; the remainder will then be added together and will constitute the aggregate total.

#### *Results Fees.*

32. Results fees, according to the following rates, shall be paid to the managers of schools for students who, having attended their schools from the 1st of November of the year previous to that of examination, and having made at least one hundred attendances from that date to the last day of the month preceding the examination, may pass the examination in accordance with Rule 10. Results fees will be paid at rates not exceeding\*—Junior Grade, 1s. 3d. per 100 marks assigned to subject or section; Middle Grade, 1s. 6d. per 100 marks assigned to subject or section; Senior Grade, 1s. 9d. per 100 marks assigned to subject or section; provided that in the case of any one student there shall not in any one year be paid, in the aggregate, in the Junior Grade a results fee greater than £3 10s.; in the Middle Grade a results fee greater than £4; or in the Senior Grade a results fee greater than £5.

33. For the purposes of this rule, a school shall mean any educational institution (not being a school under the National Education Board) which affords classical or scientific education, or both, to pupils not exceeding eighteen years of age, of whom not less than ten shall have attended the school from the 1st of November, and shall have made one hundred attendances at the least in the period between that date and the last day of the month preceding the examination in respect to which the results fees are claimed.

34. Managers of schools claiming results fees shall send to the Board, when making their claim, a declaration in the form stated in the annexed Schedule B. All claims for results fees must be sent in on or before December 1st, in the year in respect of which such claims are made.

35. The decision of the Board on the title of any persons to, or upon the amount of, results fees, shall be final and conclusive.

#### *Girls.*

36. The Act, and these rules, except where modifications are specially indicated, shall apply and relate to the education of girls; the examination of girls shall be held apart from that of boys, but on the same days. There shall not be any competition between girls and boys for exhibitions, prizes, medals, or prizes in books. The number of exhibitions to be awarded in each year to girls shall be determined in the same way as for boys.

#### *General.*

37. Non-compliance by the Board with any of these rules shall not render void any act of the Board; and the Board may by order enlarge the time appointed by these rules for doing any act, and may make such order although the time appointed shall have expired.

38. All rules contained in the "Rules and Programme" for 1881 are hereby repealed.

Given under our Common Seal, this  
28th day of October, 1881.

L.S.

Present at Board Meeting when Seal was affixed—

ARTHUR HILL CURTIS, } Assistant  
T. J. BELLINGHAM BRADY, } Commissioners.

\* The scale of Prizes and Exhibitions is liable to be reduced, if in the opinion of the Board the amount of funds at their disposal shall require a reduction to be made.

## SCHEDULE A.

1. No student shall take out of the examination room any Answer Books whether used or unused.

2. No student shall remain in the examination room after his Answer Books shall have been given up to the Superintendent.

3. No student shall aid, or attempt to aid, another student; or obtain, or attempt to obtain, assistance from another; or communicate in any way with any other students in the examination room; or bring into the examination room, or have in his possession, while in such room, any slate, ruler, or mathematical instrument, or any books, notes, or paper whatsoever, save such Answer Books as shall be supplied by the Board, except at the examination in Drawing, with regard to which special instructions will be issued through the Superintendent, and at the Examination in Book-keeping, at which a ruler only will be allowed. Any student found violating this rule shall be liable to be expelled from the Examination Hall, and shall not be permitted to return during the same day.

4. Students are forbidden to damage the examination room or its furniture.

5. Students are bound in all matters relative to the examination to submit to the directions of the Centre Superintendent.

6. If any student shall be adjudged by the Board to have violated any of these rules, the Board shall have power to deprive him of marks in the subject or subjects in reference to which the offence has been committed, or even to deprive him of his examination altogether, according to the judgment the Board may form of the gravity of the offence, and also to publish his name in the Schedule of Results as having been deprived of his examination for having violated the rules.

SCHEDULE B.  
FORM OF CLAIM FOR RESULTS FEES.

—GRADE—BOYS or GIRLS.

Name of school, stating whether endowed, public, or private, } \_\_\_\_\_  
 \_\_\_\_\_

Name of Manager or Managers entitled to claim results fees, } \_\_\_\_\_  
 \_\_\_\_\_

Postal Address, \_\_\_\_\_

Number of students who presented themselves for examination, and who were within the limits of age prescribed in Rule 5,	}	In the Junior Grade, _____
		" Middle " _____
		" Senior " _____
		Total, _____

" I declare as follows (1) that the foregoing particulars are correct, and that the students named in the annexed schedules—being those on account of whom results fees are claimed\*—have *bona fide* attended the above-named schools from the 1st of November, —, and that the number of attendances made by the several students from that date to the 31st day of May last inclusive, are correctly stated in said schedules, not more than one attendance being reckoned on the same day; (2) that the above-mentioned school is not under the National Board; and (3) that no pupil who has attended said school from the 1st of November last has been permitted to remain in attendance during the time of any religious instruction which the parents or guardians of such pupil have not sanctioned, and that the time for giving such religious instruction has been so fixed that no pupil who did not remain in attendance was excluded directly or indirectly from the advantages of the secular education given in the school."

Signature of Claimant, \_\_\_\_\_

\* If the number of students named in the schedules be less than 10, add here "together with not less than †— other students, not exceeding eighteen years of age."

† Insert here a number which with number in schedules will amount to 10 at least.

WE, FRANCIS THOMAS DE GREY, EARL COWPER, Lord Lieutenant General and General Governor of Ireland, do hereby approve of the foregoing rules.

(Signed), COWPER.

Dated this 1st day of November, 1881.

## APPENDIX II.

## PROGRAMME OF EXAMINATIONS FOR 1883.

The Intermediate Education Board for Ireland, in pursuance and by virtue of the "Intermediate Education (Ireland) Act, 1878," do hereby, with the approval of His Excellency JOHN POYNTZ, EARL SPENCER, Lord Lieutenant General and General Governor of Ireland, determine that the following shall be the programme of examinations for the year 1883, in the junior, middle, and senior grades respectively.

The subjects and sections specified by Students as those in which they propose to present themselves for Examination, must be so selected that the total marks assigned to such subjects and sections in the Programme shall not in the aggregate exceed 7,000.

## JUNIOR GRADE.

BOYS.	Marks.	GIRLS.	Marks.
1. The ancient language, literature and history of Greece, . . .	1200	1. The ancient language, literature and history of Greece, . . .	1200
2. The ancient language, literature and history of Rome, . . .	1200	2. The ancient language, literature and history of Rome, . . .	1200
3. The language, literature and history of Great Britain and Ireland, . . .	1200	3. The language, literature and history of Great Britain and Ireland, . . .	1200
4. The French language, . . .	700	4. The French language, . . .	700
5. The German language, . . .	700	5. The German language, . . .	700
6. The Italian language, . . .	500	6. The Italian language, . . .	500
7. The Celtic language and literature, . . .	500	7. The Celtic language, and literature, . . .	500
8. Mathematics, i.e. :—		8. Mathematics, i.e. :—	
Section Arithmetic, . . .	500	Section Arithmetic, . . .	500
Section Book-keeping, . . .	200	Section Book-keeping, . . .	200
Section Euclid, . . .	500	Section Euclid, . . .	500
Section Algebra, . . .	500	Section Algebra, . . .	500
9. Natural Philosophy, . . .	500	9. Natural Philosophy, . . .	500
10. Chemistry, . . .	500	10. Chemistry, . . .	500
11. Drawing, . . .	500	11. Botany, . . .	200
12. Theory of Music, . . .	300	12. Drawing, . . .	500
		13. Theory of Music, . . .	500
		14. Domestic Economy, . . .	200

## MIDDLE GRADE.

BOYS.	Marks.	GIRLS.	Marks.
1. The ancient language, literature and history of Greece, . . .	1200	1. The ancient language, literature and history of Greece, . . .	1200
2. The ancient language, literature and history of Rome, . . .	1200	2. The ancient language, literature and history of Rome, . . .	1200
3. The language, literature and history of Great Britain and Ireland, . . .	1200	3. The language, literature and history of Great Britain and Ireland, . . .	1200
4. The French language, . . .	700	4. The French language, . . .	700
5. The German language, . . .	700	5. The German language, . . .	700

## MIDDLE GRADE—continued.

BOYS.	Marks.	GIRLS.	Marks.
6. The Italian language, . . .	500	6. The Italian language, . . .	500
7. The Celtic language and literature, . . .	500	7. The Celtic language and literature, . . .	500
8. Mathematics, i.e. :—		8. Mathematics, i.e. :—	
Section Arithmetic, . . .	500	Section Arithmetic, . . .	500
Section Euclid, . . .	600	Section Euclid, . . .	600
Section Algebra, . . .	600	Section Algebra, . . .	600
9. Natural Philosophy, . . .	500	9. Natural Philosophy, . . .	500
10. Chemistry, . . .	500	10. Chemistry, . . .	500
11. Drawing, . . .	500	11. Botany, . . .	400
12. Theory of Music, . . .	300	12. Drawing, . . .	500
		13. Theory of Music, . . .	500
		14. Domestic Economy, . . .	400

## SENIOR GRADE.

BOYS.	Marks.	GIRLS.	Marks.
1. The ancient language, literature and history of Greece, . . .	1200	1. The ancient language, literature and history of Greece, . . .	1200
2. The ancient language, literature and history of Rome, . . .	1200	2. The ancient language, literature and history of Rome, . . .	1200
3. The language, literature and history of Great Britain and Ireland, . . .	1200	3. The language, literature and history of Great Britain and Ireland, . . .	1200
4. The French language, . . .	700	4. The French language, . . .	700
5. The German language, . . .	700	5. The German language, . . .	700
6. The Italian language, . . .	500	6. The Italian language, . . .	500
7. The Celtic language and literature, . . .	500	7. The Celtic language and literature, . . .	500
8. Mathematics, i.e. :—		8. Mathematics, i.e. :—	
Section Arithmetic & Algebra, . . .	700	Section Arithmetic & Algebra, . . .	700
Section Euclid, . . .	500	Section Euclid, . . .	500
Section Plane Trigonometry, . . .	600	Section Plane Trigonometry, . . .	500
Section Elementary Mechanics, . . .	400	Section Elementary Mechanics, . . .	500
9. Chemistry, . . .	500	9. Chemistry, . . .	500
10. Natural Philosophy, . . .	500	10. Natural Philosophy, . . .	500
11. Drawing, . . .	500	11. Botany, . . .	200
12. Theory of Music, . . .	300	12. Drawing, . . .	500
		13. Theory of Music, . . .	500
		14. Domestic Economy, . . .	500

## JUNIOR GRADE.

GREEK.\*—Maximum of marks, 1,200.

	Marks.
1. Xenophon; <i>Anabasis</i> , Book I. <sup>†</sup>	200
Lucian; <i>Walker's Selections</i> , 1, 2, 6, 7, 8, 11, 13, 14,	200
16, 19.	
2. Grammar, comprising accidence and elements of syntax.	240
3. Easy sentences for translation into Greek, the more difficult words being supplied.	220
4. An easy passage or passages from some other Greek work or works for translation at sight; aid to be given by a vocabulary of unusual words.	220
5. Outlines of Grecian history to the end of the Persian wars. ( <i>Smith's Smaller History of Greece.</i> )	120
	1,200

\* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

## LATIN.\*—Maximum of marks, 1,200.

	Marks.
1. Caesar ; <i>De Bello Gallico</i> , Book I.	200
Ovid ; <i>Selections from, Elegiacs and Hexameters</i> (M. Montgomery).	200
2. Grammar, comprising accidence and elements of syntax, and prosody ; scansion of elegiac metre.	240
3. Easy sentences for translation into Latin ; the more difficult words being supplied.	220
4. An easy passage or passages from some other Latin work or works for translation at sight.	220
5. Outlines of Roman history to the end of the first Punic war, B.C. 241. ( <i>Smith's Smaller History of Rome</i> ).	120
	<hr/> 1,200

## ENGLISH.—Maximum of marks—1,200.

(A certain number of marks will be assigned to hand-writing.)

1. Campbell ; <i>Pleasures of Hope</i> .	175
Southey ; <i>Life of Nelson</i> .	175
2. Grammar, including orthography and parsing.	200
3. Geography ; a general view of the earth, with the geography of Great Britain and Ireland, and the colonies (minute knowledge will be expected of the geography of Ireland) ; outlines of Physical Geography ( <i>Page's Introductory Text Book</i> , I. to IX. inclusive.)	200
4. Outlines (i.e., the succession of sovereigns and brief sketches of the chief events, with dates, in each reign) of the History of England to A.D. 1815.	250
5. A short composition.	200
	<hr/> 1,200

## FRENCH.—Maximum of marks, 700.

1. Fenelon ; <i>Télémaque</i> , xii., xiii., xiv.	140
Xavier De Maistre ; <i>Le Lépreux de la cité d'Aoste</i> .	60
2. A passage or passages from some other French work or works for translation at sight.	150
3. Grammar, including accidence and the elements of syntax.	200
4. Short sentences and passage for translation from English into French.	150
	<hr/> 700

## GERMAN.—Maximum of marks, 700.

1. Hauff's <i>Märchen</i> ; <i>Die Geschichte von dem kleinen Muck—Der Zwerg Nase—Das kalte Herz, erste Abtheilung, and 'Zweite Abtheilung' of the same story.</i>	200
2. A passage or passages from some other German work or works for translation at sight.	150
3. Grammar, including accidence and the elements of syntax.	200
4. Short sentences and passage for translation into German.	150
	<hr/> 700

\* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

ITALIAN.—*Maximum of marks, 500.*

Marks.

1. Silvio Pellico; <i>Le Mie Prigioni</i> , I. to L. (inclusive). Metastasio; <i>Gious Re di Giuda</i> .	75 } 75 }	150
2. A passage or passages from some other Italian work or works for translation at sight.		100
3. Grammar, including accidence and the elements of syntax.		150
4. Short sentences and passage for translation into Italian.		100
		<hr/> 500

CELTIC.—*Maximum of marks, 500.*

1. (a) <i>Lacdh Oisín air Thír na n-og</i> .	60 } 60 }	120
(b) <i>Mac Ghuinnéartha Fhinn</i> : Modern version only. (Published by the Gaelic Union.)		
2. Grammar.		120
3. A passage or passages from an easy Gaelic author for translation at sight. (Help may be given by a vocabulary.)		70
4. Short English sentences for translation into Gaelic. (Help may be given by a vocabulary.)		70
5. Outlines of the history of Ireland from the introduc- tion of Christianity to A.D. 1172.		70
6. Gaelic Spelling (to be estimated from the whole of the candidate's exercise).		50
		<hr/> 500

N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Celtic.

## MATHEMATICS.

*Section ARITHMETIC.—Maximum of marks, 500.*

Simple and compound rules, reduction.	100
Simple and compound proportion.	150
Vulgar and decimal fractions.	150
Practice and simple interest.	100
	<hr/> 500

*Section BOOK-KEEPING.—Maximum of marks, 200.*

Book-keeping by Double Entry—Definitions of the terms used—Form and object of the various books employed— Recording of business transactions—Posting, balancing, and closing the ledger—Balance sheets.	200
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*Section EUCLID.—Maximum of marks, 500*

Euclid, book i.	150
„ book ii.	100
„ book iii.	100
Easy deductions from books i. and ii.	150
	<hr/> 500

Section ALGEBRA.—*Maximum of marks, 500.*

Marks.

The first four rules with factors.	100
Greatest common measure, least common multiple, and fractions.	150
Simple equations and easy problems on them.	150
Simultaneous equations of the first degree and easy quadratic equations.	100
	<hr/> 500

NATURAL PHILOSOPHY.—*Maximum of marks, 500.*

Measurement of mass, time, space, motion and force—The three states of matter—Principal characteristics of solids, liquids, and gases—General properties of bodies—Centre of gravity—Different states of equilibrium—The simple machines:—Lever, wheel and axle, inclined plane, wedge, screw, pulley—their construction and action, and the description of some of their forms in common use.	150
The laws of falling bodies, and the experimental illustrations of them—Attwood's machine—The pendulum, the principle of work, and its application to the simple machines.	150
Hydrostatics and Pneumatics. (Atkinson's translation of Ganot's <i>Popular Natural Philosophy</i> , Books i., ii., iii.)	200
	<hr/> 500

CHEMISTRY.—*Maximum of marks, 500.*

Distinctions between chemical and physical changes—Modes of effecting chemical change—Chemical attraction, how distinguished—Distinctions between mechanical mixtures and chemical compounds—Elements and compounds—Analysis and synthesis—Constant composition and definite proportions—Equivalents, how determined—Electrolysis—of water—Hydrogen and oxygen gases, their preparation and properties—Specific gravities of elementary gases—Effects of changes of temperature and pressure on gases—Laws of Mariotte and of Charles—Simple exercises in correction of gaseous volumes—Avogadro's principle—Molecules—dual character of elementary molecules—Atoms—atomic weights of elementary gases, and molecular weights of compound gases, how determined—Simple exercises—Heat capacity of solid elements, how compared experimentally—Distinction of metals and non-metals—Electro-chemical relations—Chemical symbols—Formulae, how deduced—Empirical and rational formulae—Atomicity—Equations—their uses—exercises in—Distinctions between acids, alkalies, and salts—Varieties of acids and bases—Simple and compound radicles—Oxides—varieties of—preparation and properties of ozone—Allotropism—Isomerism—Synthesis of water—Gay Lussac's laws—Properties of water—Varieties of natural water—Peroxide of hydrogen—Nitrogen—Atmospheric air—its composition by volume and weight, how determined—impurities commonly present in, how detected—changes in

## CHEMISTRY—continued.

Marks

caused by burning coals, gas, or candles—effects of animals and plants upon—Causes of uniform composition—Law of diffusion of gases—Acids and oxides of nitrogen—Multiple proportions—Ammonia—its chemical relations—its hydrate, chloride, &c.,—Modes of chemical change—Berthollet's rules.

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

BOTANY (for Girls only).—*Maximum of marks, 300.*

The vegetable cell; its growth, development, and contents. Tissues, their formation and leading varieties. Roots, stems, leaves, and flowers. Natural orders to be specially studied:—Ranunculaceæ, Crucifera, Leguminosæ, Rosaceæ, Compositæ.

The student should not only be acquainted with the leading characters of these natural orders, as stated in books, but should be familiar with typical British plants, of each order, in a natural state. (*Oliver's Lessons in Elementary Botany.*)

DRAWING.—*Maximum of marks, 500.*

1. Elementary free-hand drawing.	250
2. Elementary geometrical drawing. ( <i>Rawle's Practical Geometry, or Burchett's Practical Geometry.</i> )	125
3. Elementary Perspective of Plane Figures. ( <i>Burchett's or Jewitt's Perspective.</i> )	125
	<hr/> 500

Marks (Boys).	MUSIC (Theory of).— <i>Maximum of marks, 300 for Boys, 500 for Girls.</i>	Marks (Girls).
150	1. Notation, Time, Scales, Keys, Intervals, Accent.	250
30	2. Signs and words used to indicate Pace, and manner of performance.	50
60	3. Harmony. An easy exercise will be set in figured bass, introducing common chords, chords of the dominant seventh and their inversions.	100
60	4. Counterpoint in two parts of the first species.	100
300		<hr/> 500

The following books will be useful:—Novello's *Primers: "The Rudiments of Music"* (Cumming), "*Harmony*" (Stainer), "*Counterpoint*" (Bridge), or Troubeck and Dale's *Music Primer* (Clarendon Press Series).

DOMESTIC ECONOMY (For Girls only).—*Maximum of marks, 200.*

The food we eat. Cooking food. Laws of heat applied to household economy. The beverages we drink, and seasonings. The air we breathe, and cleanliness. Clothing.  
(*Hassell; Lessons in Domestic Economy.*)

200

## MIDDLE GRADE.

## GREEK.\*—Maximum of marks, 1,200.

	Marks.
1. Demosthenes; <i>Olynthiacs</i> .	210
Homer; <i>Iliad</i> I.	210
2. A passage or passages from some other Greek work or works for translation at sight.	240
3. Grammar and Homeric metre.	180
4. Short sentences for translation into Greek, the more difficult words being supplied.	240
5. Grecian history, from the end of the Persian Wars to the end of the Peloponnesian War. ( <i>The Student's Greece</i> .)	120
	<hr/> 1,200

## LATIN.\*—Maximum of marks, 1,200.

1. Cicero; <i>De Amicitia</i> , and <i>Pro lege Manilia</i> .	210
Virgil; <i>Æneid</i> , Book I.	210
2. A passage or passages from some other Latin work or works for translation at sight.	240
3. Grammar, Prosody, Virgilian Scansion.	170
4. (a.) A passage of easy English prose for translation into Latin.	200
(b.) A short passage of easy English verse for translation into Latin Elegiacs or Hexameters (assistance to be given by paraphrases and vocabulary.)	50
5. Roman history, from B.C. 241 to B.C. 168 (end of the third Macedonian War). ( <i>The Student's Rome</i> .)	120
	<hr/> 1,200

## ENGLISH.—Maximum of marks, 1,200

(A certain number of marks will be assigned to hand-writing.)

1. Milton; <i>Paradise Lost</i> , Book I, and <i>Lycidas</i> .	175
Goldsmith; <i>Selected Essays</i> (C. D. Yonge): 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 24, 25, 26, 31, 32, 33.	175
2. Grammar; Junior Grade Course, and Analysis.	125
3. Composition.	225
4. The geography of Europe, and outlines of Physical Geography (Page's <i>Introductory Text Book</i> , x. to end). An outline map will be given to be filled up by inserting the chief ranges of mountains, the chief towns, and the chief rivers of one of the countries of Europe.	150
5. (a) Outlines (i.e. the succession of Sovereigns and brief sketches of the chief events, with dates, in each reign) of the History of England to A.D. 1815;	
(b) A more intimate acquaintance with the reigns of Edward I., Edward II., Edward III., Richard II., will be	

\* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

## ENGLISH—continued.

required from candidates. (*Standard of Knowledge for (b), Smith's Student's Hume, or Burke's Abridgment of Lingard.*)

6. English Literature: *Milton; The Essayists; The Great Novelists; (Student's English Literature, ch. xi., xvi., xvii.)*

Marks  
250  
  
100  
  
1,200

## FRENCH.—Maximum of marks, 700.

1. Souvestre; <i>Un Philosophe sous les toits</i> .	100	} 200
Racine; <i>Esther</i> .	100	
2. A passage or passages from some other French work or works for translation at sight.		100
3. Grammar.		200
4. An easy passage of English for translation into French.		200
		700

## GERMAN.—Maximum of marks, 700.

1. Archenholz; <i>Geschichte des siebenjährigen Krieges</i> . Books III. and IV.	100
Schiller; <i>Wilhelm Tell</i> .	100
2. A passage or passages from some other German work or works for translation at sight.	100
3. Grammar.	200
4. An easy passage of English for translation into German.	200
	700

## ITALIAN.—Maximum of marks, 500.

1. Verri; <i>Le Notti Romane</i> , Notti. I. II.	75	} 150
Tasso; <i>Gerusalemme Liberata</i> . Cantos I. II. III.	75	
2. A passage or passages from some other Italian work or works for translation at sight.		150
3. Grammar.		100
4. An easy passage of English for translation into Italian.		100
		500

## CELTIC.—Maximum of marks, 600.

1. <i>Torruigheacht Dhiarmada agus Ghrainne</i> . Part I., omitting sections 23, 24, and 25. (Published by the Society for the Preservation of the Irish Language.)	125
2. Grammar.	100
3. A prose passage from a Gaelic work, for translation at sight. Help may be given by a vocabulary.	100
4. An easy passage for translation into Gaelic. Help may be given by a vocabulary.	65
5. Outlines of the history of Ireland from A.D. 1172 to 1558 inclusive.	65
6. Gaelic spelling (to be estimated from the whole of the candidate's exercise).	45
	500

N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Gaelic.

## MATHEMATICS.

*Section ARITHMETIC.—Maximum of marks, 500.*

	Marks.
Junior Grade Course.	150
Square root and cube root.	100
Compound interest, profit and loss, stocks and shares, present worth and discount.	250
	<hr/> 500

*Section EUCLID.—Maximum of marks, 600.*

Euclid, books i., ii., iii.	300
Euclid, book iv., with easy deductions from books i. to iv., inclusive.	300
	<hr/> 600

*Section ALGEBRA.—Maximum of marks, 600.*

Junior Grade Course.	150
Involution, evolution, indices, and surds.	250
Quadratic equations. Problems to be solved by simple or quadratic equations.	200
	<hr/> 600

*NATURAL PHILOSOPHY.—Maximum of marks, 500.*

The Junior Grade Course.	100
Production and propagation of sound—Velocity of sound in different media—Reflection of sound—Intensity of sound—Music—Physical theory of music—Beats, resonance, transverse vibration of strings—Stringed instruments—Sound pipes, and wind instruments—Vibration of reeds—Vibration of rods and plates—Speech—Indirect methods of measuring the velocity of sound—Graphical methods of studying vibratory motions.	200
Effects of heat upon bodies—Thermometers, their construction and graduation—Different forms of thermometers—Coefficients of expansion of solids, liquids, and gases—Applications to the arts of the expansion produced by heat—Maximum density of water—Change of state produced by heat—Phenomena and laws of fusion, ebullition and evaporation—Latent heat—Freezing mixtures—Artificial production of ice—Vapours—Saturated and non-saturated vapours—Liquefaction of gases—Spheroidal state of liquids—Hygrometry—Different forms of hygrometers—Calorimetry—Methods of determining specific heat—Conduction and convection of heat—Radiation of heat—Laws of radiation—Radiating and absorbing powers of bodies—Dynamical theory of heat—Joule's equivalent.	200
	<hr/> 500

[Atkinson's translation of Ganot's *Popular Natural Philosophy*, Books i. to v. inclusive. Atkinson's translation of Ganot's *Physique*, Books i. to vi. inclusive.]

CHEMISTRY.—*Maximum of marks, 500.*

Marks.

The subject matter prescribed for Junior Grade.

150

Hydrochloric acid—Aqua regia—Chlorine—Bleaching lime and allied compounds—Hypochlorous, chloric and perchloric acids and their common salts—Iodine and Bromine—Hydriodic and Hydrobromic acids—their common salts—Oxacids of Iodine and Bromine—Chemical analogies between the halogens and their compounds—Hydrofluoric acid—Simple metallic fluorides—Silicon fluoride—Hydrofluosilicic acid—Silicon hydride and chloride—silica and alkaline silicates—glass, varieties of—Carbon—varieties of—Carbon dioxide and monoxide—Carbonates—temporary “hardness” of water, how removable—Permanent “hardness”—Marsh gas—Olefiant gas—Acetylene—Coal gas—production and general characters—Combustion of carbon compounds, and the nature of flame—Davy’s safety lamp—The blow-pipe, how used—Analogies of carbon and silicon compounds—Sulphur—varieties of—Sulphurous acid and hyposulphurous—Sulphuric acid—manufacture and properties—Sulphites and sulphates—Basicity of acids—how determined—Sodium thiosulphate—Antichlores—Analogies between sulphur and oxygen—Boracic acid—production—Borax—use as blow-pipe test—Boron trioxide—Boron fluoride and analogous compounds—Boron—relation to carbon and silicon group—Phosphorus—varieties of—hydrides and chlorides—oxides and acids—distinction of phosphoric acids—Sources of agricultural phosphates—Superphosphate of lime—manufacture and uses—Chemical analogies between nitrogen and phosphorus—Rare elements, selenium, tellurium, etc., only so far as relate to their sources and positions among non-metals—Chemical calculations—Tests for common acids.

350

500

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

BOTANY (for Girls only).—*Maximum of marks, 400.*

The Junior Grade Course.

150

The chemistry of plant life, and the physiological functions appertaining to the vegetable cell or tissues. The reproductive organs of the gymnosperms. The following natural orders:—Umbelliferae, Labiatae; Caryophyllaceae, Orchidaceae, Coniferae, Gramineae.

250

400

The student should not only be acquainted with the leading characters of these natural orders, as laid down in books, but should be familiar with typical British plants of each order in a natural state.

(Oliver's *Lessons in Elementary Botany*.)DRAWING.—*Maximum of marks, 500.*

1. Advanced free-hand drawing.

250

2. Advanced geometrical drawing, including the construction of scales.

: 25

3. Linear perspective of vertical and horizontal plans, and simple solids. (Burchett's or Jewitt's *Linear Perspective*.)

125

500

MUSIC (Theory of).—*Maximum of marks, 300 for Boys, 500 for Girls.*

Marks (Boys).		Marks (Girls).
	1. In addition to the Junior Grade Course, an exercise will be set in figured bass, introducing secondary (or non-dominant) chords of the seventh, and chords of the major and minor ninth, with their inversions.	
120		200
75	2. Counterpoint, in <i>three</i> parts, of the <i>first</i> species.	125
45	3. An exercise in transposition.	75
60	4. Outlines of the history of music.	100
300		500

In addition to the books named for Junior Grade Course, *Rockstro's History of Music*.

## DOMESTIC ECONOMY (For Girls only).

*Maximum of marks, 400.*

Food and its preparation. Clothing and its materials. The dwelling; its warming, cleaning, and ventilation. Washing materials and their use. Rules for health. The management of the sick room. Income and expenditure.	400
(Faunthorpe; <i>Household Science</i> , Parts I., II., III.)	

## SENIOR GRADE.

GREEK.\*—*Maximum of marks, 1,200.*

1. Demosthenes; <i>de falsa Legatione</i> , to page 404 (Reiske's pages). Euripides; <i>Phænissæ</i> .	210 } 420
2. A passage or passages from some other Greek work or works for translation at sight.	240
3. Grecian history, from B.C. 404 to B.C. 323 (death of Alexander the Great), and outlines of Greek literature and art. ( <i>The Student's Greeks</i> .)	120
4. Grammar, and the structure of the Iambic trimeter.	120
5. A passage of English prose to be translated into Greek.	300
	1,200

LATIN.\*—*Maximum of marks, 1,200.*

1. Livy; <i>Book V</i> . Horace; <i>Epistles</i> , Book I.; <i>Odes</i> , Book III. (omitting Odes VI., XV., XXII.)	210 } 420
2. A passage or passages from some other Latin work or works for translation at sight.	240
3. A passage of English prose for translation into Latin.	200
4. A passage of English verse for translation into Latin verse.	100
5. Roman history, from B.C. 168 to B.C. 78 (death of Sulla), and outlines of Roman literature and art. ( <i>The Student's Rome</i> .)	120
6. Grammar, metre, and prosody.	120
	1,200

\* In Greek and Latin, in all grades, the paper on the specified books will contain passages to be translated into English, with questions in history and geography arising out of the subjects of the book selected.

## ENGLISH.—Maximum of marks, 1,200.

Marks.

(A certain number of marks will be assigned to hand-writing.)

1. Shakespeare; <i>Macbeth</i> . (Rugby Text).	200	} 350
Macaulay; <i>Essays</i> , <i>Warren Hastings</i> ; <i>Lord Olive</i> .	150	
2. Composition.		250
3. (a) Outlines (i.e. the succession of Sovereigns and brief sketches of the chief events, with dates, in each reign) of the History of England to A.D. 1815;		
(b) A more intimate acquaintance with the history of <i>The House of Stuart</i> (including the <i>Protectorate</i> ), will be required from candidates. <i>Standard of Knowledge</i> for (b) <i>Smith's Student's Hume</i> or <i>Burke's Abridgment of Lingard</i> .		250
4. The geography of America.		100
5. Elements of Philology. Trench's <i>English Past and Present</i> .		150
6. English literature. Shakespeare; Pope, Swift, and the Augustan Poets; Byron, Moore, Keats, Campbell, Leigh Hunt, and Walter Savage Landor ( <i>Student's English Literature</i> , chaps. vii., xv., xxi.)		100
		1,200

## FRENCH.—Maximum of marks, 700.

1. Erckman Chatrian; <i>L'Invasion</i> .	100	} 200
Corneille; <i>Polyeucte</i> .	100	
2. A passage or passages from some other French work or works for translation at sight.		175
3. Grammar.		125
4. A passage of English prose for translation into French.		200
		700

## GERMAN.—Maximum of marks, 700.

1. Schiller, Poems, viz.:— <i>Das Siegesfest</i> , <i>Der Ring des Polykrates</i> , <i>Die Kraniche des Ibycus</i> , <i>Die Bürgschaft</i> , <i>Der Taucher</i> , <i>Ritter Toggenburg</i> , <i>Der Graf von Habsburg</i> , <i>Der Handschuh</i> , <i>Das verschleierte Bild zu Sais</i> , <i>Pegasus in Joche</i> , <i>Lied von der Glocke</i> .	100	} 500
O. Roquette; <i>Der Maigraf, Erzählung</i> . Berlin, 1880. (Janke).	100	
2. A passage or passages from some other German work or works for translation at sight.		175
3. Grammar.		125
4. A passage of English prose for translation into German.		200
		700

## ITALIAN.—Maximum of marks, 500.

1. Machiavelli; <i>Discorsi sopra la Prima Deca di Tito Livio</i> , libro primo.	75	} 150
Alfieri; <i>Saul</i> .	75	
2. A passage or passages from some other Italian work or works for translation at sight.		100
3. Grammar.		100
4. A passage of English prose for translation into Italian.		150
		500

## CELTIC.—Maximum of marks, 500.

Marks.

1. The following pieces in the Appendix to O'Curry's *Lectures on the MS. Materials of Ancient Irish History* :—

Appendix, Numbers LIII. (p. 536), LIV. (p. 538), LXVII. (p. 543), LXVIII. (p. 544), LXX. (p. 548), LXXI. (p. 550), LXXII. (p. 551), LXXIII. (p. 552), LXIV. (p. 554), LXXV. (p. 557), LXXVI. (p. 558), LXXIX. (p. 562), LXXXVII. (p. 572.)

160

2. Grammar.

85

3. A passage from a Gaelic author for translation at sight.

80

4. A passage of English for translation into Gaelic.

85

5. Gaelic spelling (to be estimated from the whole of the candidate's exercise).

50

N.B.—In case of grossly bad Gaelic spelling, the candidate may be wholly disqualified in Celtic.

6. Celtic Literature. (O'Curry's *Lectures on the MS. Materials of Ancient Irish History*.) First four Lectures.

50

500

## MATHEMATICS.

## Section EUCLID.—Maximum of marks, 500.

Euclid, books i., ii., iii., iv.

150

„ Definitions of book v., and book vi.

150

Deductions from books i. to iv. inclusive, and from book vi.

200

500

## Section ALGEBRA AND ARITHMETIC.—Maximum of marks, 700.

Arithmetic in all its branches.

200

Algebra, Middle Grade Course.

200

Permutations, combinations, and binomial theorem.

150

Summation of series, simultaneous equations and elimination.

150

700

## Section PLANE TRIGONOMETRY (for Boys only).—Maximum of marks, 600.

Plane Trigonometry to and including the solution of Plane Triangles

## Section ELEMENTARY MECHANICS (for Boys only).—Maximum of marks, 400.

(Magnus, *Lessons in Elementary Mechanics*.)

## NATURAL PHILOSOPHY.—Maximum of marks, 500.

The Middle Grade Course.

125

Propagation of light—Formation of shadows—Intensity of light (photometers)—Velocity of light—Methods of determining the velocity of light—Laws of reflection of light (formation of images in plane and curved mirrors)—Laws of refraction of light (formation of images by lenses)—Indices of refraction—Dispersion of light (spectroscope)—Achromatic lenses—Simple and compound microscope—Telescopes—Structure of the eye (long and short sight, uses of spectacles)—Stereoscope.

175

## NATURAL PHILOSOPHY—continued.

Magnets, magnetic and non-magnetic substances—Duality of magnetism—Laws of magnetic action—Terrestrial magnetism (declination dip)—Electric duality—Conductors and non-conductors—Laws of electric action (Coulomb's balance)—Frictional electricity—Distribution of electricity on conductors (power of points, lightning conductors)—Electrostatic induction (electroscopes, electrometers, Faraday's ice pail experiment, Leyden jar, frictional electrical machines, electrophorus, Carre's electrical machine)—Electric discharges—Current electricity; different forms of Voltaic batteries—Constant batteries—Electro-motive force—Potential magnetic, heating and chemical effects of the current—Galvanometer—Voltmeter—Ohm's law—Electrolysis—Electro-dynamics—Electro-magnets—Telegraphs—Induced currents—Gramme's magneto-electric machine—Induction coils—Thermopiles—Telephones and microphones.

Marks.

200

500

(Atkinson's translation of Ganot's *Popular Natural Philosophy*. Atkinson's translation of Ganot's *Physique*.)

## CHEMISTRY.—Maximum of marks, 500.

## The Middle Grade Course.

150

Arsenic—oxides of—Arsenious and Arsenic acids—Hydrides and chlorides of arsenic—Antimony—oxides and antimonious acid—tartrate—sulphides—hydride and chlorides—Bismuth—oxides—nitrates and chlorides—sulphides—Chemical relations of arsenic, antimony, and bismuth, with nitrogen and phosphorus—Tin—extraction from tinstone—Stannous and stannic chlorides, oxides and sulphides—Uses of salts in dyeing—Gold—washing and extraction by amalgamation—Composition of gold coin (British)—Auric and aurous chlorides—Purple of Cassius—Platinum—extraction—Deville's process—Platinic and platinous chlorides—Mercury—extraction of—Mercuric sulphate—Mercuric and mercurous nitrates, oxides, sulphides, iodides, and chlorides, their distinctive characters—Amalgams—Copper, extraction from pyrites—Electro-type—Alloys—Bronze coinage—Copper sulphate, carbonate and nitrate—Cupric and cuprous oxides, sulphides and chlorides, their distinctive characters—Silver, extraction, amalgamation and cupellation—Composition of silver coinage (British)—Argentous Nitrate, oxide, sulphide, chloride, iodide and bromide—Functions of silver salts in photography—Argentous oxide and chloride—Lead, extraction of—separation of silver from—common alloys of—action of water on—Lead oxides—nitrate—acetates—"White Lead," "Chromo Yellow"—Sulphate—sulphide, chloride and iodide—Chromates of potassium—Chromic acid and anhydride—reduction of—Chrome alums, chrome hydrate and oxide—Chromic chloride and oxychlorides—Manganate and permanganate of potassium—Manganese oxides—sulphate and chloride—Iron—reduction from clay-ironstone and hematite

## CHEMISTRY—continued.

—Conversion of cast iron into wrought iron and steel—Iron oxides, sulphides, sulphates and chlorides—Prussian blue—Cobalt and nickel—Sulphates, nitrates and chlorides—Cobalt blue—Alloys of nickel—Aluminum—oxide—chloride—Clays—Porcelain—Alums—uses of salts in dyeing—Ultramarine—Extraction of zinc and cadmium—Zinc oxide—Sulphide, sulphate, carbonate and chloride—Magnesium—Sulphate, carbonate oxide, chloride—Calcium carbonate—oxide—Lime burning—Mortar and cements—Chloride—Plaster of Paris—Strontium and barium carbonates, oxides, nitrates, sulphates and chlorides—sources of—Common salt, manufacture of salt-cake and soda ash—Sodium hydrate and carbonates—Potassium—carbonates—caustic potash—Sulphates of—Nitrate—gun-powder—Chloride, iodide, and bromide of—Preparation of sodium and potassium—Ammonium salts—Simple crystalline forms—Law of Isomorphism—Rare metals, palladium, vanadium, etc., only so far as relate to their sources and positions among the metals. Mendelejeff's classification of the elements—Calculations—Tests for the common metals.

Marks.

350

500

[N.B.—Knowledge of illustrative experiments is expected, and of the common mode of preparation and chief properties of the bodies named above.]

## BOTANY (for Girls only).—Maximum of marks, 200.

The Middle Grade course.

75

The following natural orders:—Filices, Equisetaceae, Lycopodiaceae, Fungi, Algæ.

125

200

The student should not only be familiar with the leading characters of these natural orders, as stated in books, but should be acquainted with typical British plants of each order, in a natural state.

## DRAWING.—Maximum of marks, 500.

1. Object drawing in light and shade from models or objects in general use of well defined forms.

300

2. Plans, sections, and elevations of the simple geometrical solids.

200

500

MUSIC (Theory of).—Maximum of marks, 300 for Boys  
500 for Girls.

1. In addition to junior and middle grade course, an exercise will be set in figured bass, introducing chords of the *eleventh* and *thirteenth* major and minor ; also dissonances by *suspension*.

Marks  
(Girls).

175

2. Counterpoint in *four* parts of the *first* species.

100

## MUSIC—continued.

Marks (Boys.)		Marks (Girls.)
50	3. An exercise in transposition.	75
60	4. Musical Forms.	100
30	5. History of Music ( <i>Rockstro</i> ).	50
300		500

(In addition to books named for Junior and Middle Grades—Novello's Primer, "*Musical Forms*," Pauer.)

DOMESTIC ECONOMY (for Girls only)—*Maximum of marks, 500.*

Mann; *Domestic Economy and Household Science.* 500

## NOTES ON THE PROGRAMME.

1. It is to be distinctly understood that the text-books mentioned within brackets in the programme are not prescribed, or even recommended: they are introduced simply for the purpose of indicating approximately the amount of matter in which the examination will be held.

2. Knowledge of the prescribed authors in the various languages, in all grades, may be tested by questions in parsing, prosody, analysis, literature, history, and geography, naturally arising out of the text. In Greek, Latin, and Modern Languages, passages will be set for translation.

3. The passages for translation at sight will be chosen of a style and character similar to those of the authors prescribed in the same grade.

4. In all papers on ancient history easy questions may be set on geography as illustrating the history.

Given under our Common Seal this 16th day  
of May, 1882.

Present at Board Meeting when Seal was affixed,

ARTHUR HILL CURTIS, } Assistant  
T. J. BELLINGHAM BRADY, } Commissioners.

WE, JOHN POYNTZ, EARL SPENCER, Lord Lieutenant General and General Governor of Ireland, do hereby approve of the foregoing programme of examinations for 1883.

Signed, SPENCER.

Dated this 19th day of May, 1882.

## APPENDIX III.

LIST of EXAMINERS prepared by the COMMISSIONERS, pursuant to No. 4 of the Rules of the BOARD, from which a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1883.

## GREEK AND LATIN.

Armour, Rev. James B., M.A. (R.U.I.)

Boulger, Vaughan, M.A. (Dub.), Professor of Greek, Queen's College, Cork.

Butler, Rev. M. J., B.A., B.D., Clonliffe College.

Cox, Rev. William Albert, M.A. (Cantab.), Fellow, St. John's College, Cambridge.

Dale, Alfred Wm. W., M.A. (Cantab.), Fellow and Lecturer, Trinity Hall, Cambridge.

- Daniell, F. H. Blackburne, M.A. (Cantab.), Ex-Fellow, Trin. Coll., Cambridge.
- Davies, John F., M.A. (Dublin), F.R.U.I., Professor of Latin, Queen's College, Galway.
- Dougan, T. W., (Cantab.), M.A., Fellow, St. John's College, Cambridge.
- Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.)
- Erskine, Wm., B.A. (Dub.), Sen. Mod., T.C.D.
- Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
- Godley, A. D., B.A. (Oxon.)
- Hayes, Rev. Laurence J., D.D., Professor, The College, Thurles.
- Healy, Rev. John, Prof. of Theology, St. Patrick's College, Maynooth.
- Hebbethwaite, Percival, M.A. (Cantab.), Classical Lecturer, University College, Liverpool.
- Holden, Rev. H. A., LL.D., Ex-Fellow, Trinity College, Cambridge, Head Master of Ipswich School.
- Joynt, John W., M.A. (Dub.), 1st Senior Moderator, T.C.D., University Student.
- Kelly, Rev. J. J.
- Macanlay, Rev. Charles, B.D., St. Patrick's College, Maynooth.
- Maguire, Thomas, LL.D. (Dub.), F.T.C.D.
- Montgomery, Malcolm, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
- Moss, William, M.A. (Cantab.), Assistant Master, Charterhouse School.
- O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.
- Ormsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford, Professor of Greek and Latin Literature, Catholic University, Dublin.
- Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, University of Dublin.
- Ridgeway, William, M.A. (Dub.), Fellow, Gonville and Caius College, Cambridge.
- Roberts, Theodore M., M.A. (Dub.), Sen. Mod., T.C.D.
- Ryder, Rev. Alex. R., M.A. (Dub.), Mod., T.C.D.
- Scannell, Rev. M., St. Patrick's College, Maynooth.
- Stack, Rev. Thomas, M.A. (Dub.), S.F.T.C.D.
- Stewart, James, M.A. (Cantab.), F.R.U.I., Professor of Greek and Latin Languages, Catholic University, Dublin.
- Thompson, D'Arcy W., M.A. (Cantab.), Professor of Greek, Queen's College, Galway.
- Tyrrell, Robert V., M.A. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.
- Walsh, Rev. James H., D.D. (Dub.), 1st Sen. Mod., T.C.D.
- Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens College, Manchester.

## ENGLISH.

- Armstrong, George F., M.A. (Dub.), F.R.U.I., Professor of History and English Literature, Queen's College, Cork.
- Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
- Barry, Rev. Louis Aug., LL.B. (Dub.), 1st Sen. Mod., T.C.D.
- Bastable, C. F., B.A. (Dub.), Professor of Political Economy, University of Dublin.
- Brown, Samuel Lombard, B.A. (R.U.I.)
- Browne, Rev. Robert, St. Patrick's College, Maynooth.
- Carmichael, Rev. Frederick F., LL.D. (Dub.)
- Cherry, Richard R., B.A. (Dub.), Sen. Mod., T.C.D.

- Dougherty, Rev. J. B., M.A. (R.U.I.), Professor of Logic, Magee College, Londonderry.
- Evans, Rev. Henry.
- Fitzgibbon, Henry M. (Dub.), Senior Mod., T.C.D.
- Gilliland, W. L., B.A., LL.B., (Dub.) Senior Mod., T.C.D.
- Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
- Greene, Geo. A., M.A. (Dub.), 1st Senior Mod., T.C.D.
- Kehoe, Daniel, B.A. (Dub.), Senior Moderator, T.C.D.
- Leary, Rev. T. H. L., D.C.L. (Oxon.)
- Lyster, Thomas W., B.A. (Dub.), 1st Senior Moderator, T.C.D., Assistant Librarian, National Library of Ireland.
- McDonald, Rev. Walter, St. Patrick's College, Maynooth.
- Nicolls, Archibald J., LL.B. (Dub.)
- O'Carroll, J. F., B.A., Catholic University, Dublin.
- O'Carroll, Rev. John James.
- O'Connell, J. A., M.A. (R.U.I.).
- O'Rourke, Rev. H. B., D.D., Professor of English Rhetoric and French, St. Patrick's College, Maynooth.
- Owens, Rev. R., St. Patrick's College, Maynooth.
- Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
- Pulling, Frederick S., M.A. (Oxon.)
- Serattin, Thomas, B.A. (Oxon.), Professor of Grammar, Catholic University, Dublin.
- Shaw, James J., M.A. (R.U.I.), Ex-Professor of Political Economy, University of Dublin.
- Sheldon, C., D.LIT., M.A., B.Sc. (London).
- Whitty, R. C. J., B.A. (Dub.), Senior Mod., T.C.D.
- Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
- Yonge, Charles D., M.A. (Oxon.), Professor of History and English Literature, Queen's College, Belfast.

## FRENCH.

- Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy
- Barbier, Georges E., Editor, *La Semaine Française*.
- Barbier, Paul E. E., Foreign Master, Manchester Grammar School.
- Barlet, S., B.Sc. (Univ. Gall.)
- Boiellé, James, B.A. (Paris).
- Bué, Jules, Honorary M.A. (Oxon.), Tailor's Teacher, Oxford.
- Buisson, B., M.A. (Paris).
- Cogery, A., Bachelier-es-Lettres (Paris), Examiner in French, Trinity College, London.
- D'Auquier, Rev. E. C., B.A. (Cantab.), Head Master, South-Eastern College, Ramsgate.
- D'Auquier, T. O., Senior French Master, Manchester Grammar School
- Massé, J. F. P.
- Meissner, A. L., PH.D., Professor of Modern Languages, Queen's College, Belfast.
- Nash, George B. H., B.A. (Paris).
- O'Ryan, O., M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Cork.
- Pahud, A. A., B.A. (Paris).
- Vignon, G., B. es sc., Master of French and German Literature, The Academy, Edinburgh.

## GERMAN.

- Buchheim, C. A., PH.D., Examiner in German, University of London, &c.  
 Dröge, F., PH.D., Graduate of University of Berlin, German Master,  
 Dulwich College.  
 Goegg, Edmond, B.A., (Geneva), Master of Modern Languages, King's  
 School, Chester.  
 Geisler, Charles, PH.D., Professor of Modern Languages, Queen's College,  
 Galway.  
 Heinemann, N., PH.D., Professor of Grammar, Crystal Palace School of  
 Art, &c.  
 Kemshend, Chaloner.  
 Lentner, Carl.  
 Passawer, E., LL.D., Head Master, Masonic High School, London.  
 Sells, Albert M., M.A. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of  
 German, University of Dublin.

## ITALIAN.

- Dalmazzo, Giuseppe, D. LITT. (Turin), Lecturer in Italian, Trinity Col-  
 lege, London.  
 Farinelli, A., Professor of Italian, University College, London.  
 M'Carthy, Rev. B., D.D.  
 Pistrucchi, V., Professor of Italian, King's College, London.  
 Ricci, Luigi, Professor, City of London College, and Examiner to H. M.  
 Civil Service Commission.

## CELTIC.

- Bourke, Rev. Ulick J. (Canon), P.P.  
 Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.  
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.  
 O'Carolan, James H., Wesley College, Dublin.

## MATHEMATICS.

- Allen, Rev. A. J., M.A. (R.U.I.), B.A. (Cantab.), Senior Wrangler,  
 Cambridge.  
 Aldis, W. S., M.A. (Cantab.), Senior Wrangler, Cambridge, Principal,  
 College of Physical Science, Newcastle-on-Tyne.  
 Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E.  
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of  
 Dublin.  
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathe-  
 matics, Catholic University College.  
 Coates, W. M., B.A. (Dub.), Sen. Mod., T.C.D.  
 Crofton, Morgan W., B.A. (Dub.), F.R.S., F.R.U.I., Professor of Mathe-  
 matics, R. M. Academy, Woolwich.  
 Edwards, Joseph, B.A. (Cantab.), Ex-Fellow, Sidney College, Cambridge.  
 Genese, R. W., M.A. (Cantab.), Professor of Mathematics and Natural  
 Philosophy, University College of Wales, Aberystwith.  
 Gibbons, F. B. de M., B.A. (Cantab.), Fellow, Gonville and Caius College,  
 Cambridge.  
 Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D.,  
 Fellow, Gonville and Caius College, Cambridge.  
 Hill, Rev. E., M.A. (Cantab.), Fellow and Tutor, St. John's College,  
 Cambridge.  
 Hudson, Wm. H. H., M.A. (Cantab.), Professor of Mathematics, King's  
 College, London.

- Kavanagh, James W., Professor of Elementary Mathematics, Catholic University, Dublin.
- Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), F.R.U.I., Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
- Leebody, John R., M.A. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
- Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
- Leudesdorf, C., M.A. (Oxon.), Fellow and Mathematical Lecturer, Pembroke College, Oxford.
- Magnus, Philip, B.A., B.Sc. (London).
- Malet, John C., M.A. (Dub.), F.R.S., F.R.U.I., Professor of Mathematics, Queen's College, Cork.
- O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.
- Panton, Arthur W., M.A. (Dub.), F.T.C.D.
- Rambaut, Arthur A., B.A. (Dub.), Senior Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.
- Roberts, William R., M.A. (Dub.), F.T.C.D.
- Shaw, George F., LL.D. (Dub.), F.T.C.D.
- Steggall, J. E. A., M.A. (Cantab.), Professor of Mathematics and Natural Philosophy, University College, Dundee.
- Stokes, W. F., B.A. (Cantab.), Fellow, Sidney College, Cambridge.
- Stubbs, Rev. John William, D.D. (Dub.), S.F.T.C.D.
- Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
- Townsend, Rev. Richard, M.A. (Dub.), F.T.C.D.
- Traill, Anthony, LL.D., M.D. (Dub.), F.T.C.D.
- Wace, Frederick C., M.A. (Cantab.), Ex-Fellow and Mathematical Lecturer, St. John's College, Cambridge.

#### ARITHMETIC AND BOOK-KEEPING.

- Boylan, Rev. Andrew, Bursar, St. Patrick's College, Maynooth.
- Coates, Charles V., M.A. (R.U.I.), B.A. (Cantab.)
- Dowd, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.
- Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
- Irwin, Rev. C. King, jun., D.D. (Dub.)
- Macbeth, Rev. John, LL.D. (Dub.)
- M'Entire, Alex. Knox, First Clerk, Accountant's Department, Royal Bank of Ireland.
- Oakeley, H. E., M.A. (Cantab.), Ex-Fellow and sometime Senior Mathematical Lecturer, Jesus' College, Cambridge.
- O'Brien, Edward T., Accountant, Mining Company of Ireland.
- Oram, John E., M.A., M.E., Ex-Professor of Mathematics, &c., University of Windsor, N.S.
- Tristram, Rev. John W., B.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector, and Secretary, Board of Education.
- Whitton, Frederick A., Accountant, Representative Church Body.

#### NATURAL PHILOSOPHY.

- Anderson, P. J., M.A. (Aberdeen), LL.B. (Edinburgh).
- Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.
- Baynes, Robert E., M.A. (Oxon.), Lee's Reader in Physics, Christ Church, Oxford.
- Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.
- Doberty, J. J., LL.B. (Dub.), Senior Moderator, T.C.D.

- Donnelly, Thomas, M.A., M.B. (Duh.), Sen. Mod., T.C.D.  
 England, John, M.A. (Duh.), Professor of Natural Philosophy, Queen's College, Cork.  
 Moore, Hugh Keys, B.A. (Duh.), 1st Sen. Mod., T.C.D.  
 Reinold, A. W., M.A. (Oxon.), Professor of Physics, Royal Naval College, Greenwich.  
 Roberts, James, B.A. (Dub.), Senior Moderator, T.C.D.  
 Scott, A. W., M.A. (Duh.), Professor of Physical Science, St. David's College, Lampeter, Cardiganshire.  
 Slatter, G. W., A.R.C.Sc., Science Master, The Salt Schools, Shipley, Yorks.  
 Whipple, G. M., B.Sc. (London).

## CHEMISTRY.

- Barff, F. S., M.A. (Cantab.)  
 Buick, Rev. George R., M.A. (R.U.I.)  
 Campbell, J., M.B., (Duh.), F.R.U.I., Professor of Chemistry, Catholic University, Dublin.  
 Cook, E. H., B.Sc. (London).  
 Davy, Edmund W., M.A., M.B. (Duh.)  
 Humphidge, T. S., PH.D., B.Sc. (London), Professor of Natural Science, University College of Wales, Aberystwith.  
 M'Hugh, Michael, M.B., (Dub.), Senior Mod., T.C.D.  
 Marsden, R. Sydney, D.Sc. (London), F.R.S.E.  
 Moss, Richard J., F.C.S., F.I.C., Chemist to the Royal Dublin Society, Keeper of the Minerals, Museum of Science and Art, Dublin.  
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.

## BOTANY AND ANIMAL PHYSIOLOGY.

- Boulger, G. S., F.L.S., F.G.S.  
 Hamilton, Rev. Thomas, M.A. (R.U.I.)  
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.  
 Sigerson, George, M.D., M.Ch., (R.U.I.)  
 Wright, Edward Perceval, M.D. (Duh.), Professor of Botany, University of Dublin.

## DRAWING.

- Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training College.  
 Harris, Robert, Art Master, St. Paul's School, London.  
 Langman, A. W. F., Head Master, Southampton School of Art.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 Pritchard, Z., Head Master, School of Art, Manchester Grammar School.  
 Vinter, J. A.

## THEORY OF MUSIC.

- Alcock, W. B., MUS.B. (Oxon.)  
 Croft, Hamilton.  
 Dunne, John, MUS.D. (Duh.)  
 Garrett, George, M.A., MUS.D. (Cantab.)  
 Gick, Thomas, MUS.D. (Dublin).  
 Holloway, Arthur S., PH.D., MUS.B. (Oxon.)  
 Houghton, Edward.  
 Jozé, T. R. G., MUS.D. (Duh.)  
 Marks, J. Chr., MUS.D. (Oxon.)  
 Smith, Joseph, MUS.D. (Duh.)

## DOMESTIC ECONOMY.

Barlow, Jane.

Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.

Capes, Florence M.

Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &amp;c.

## APPENDIX IV.

LIST OF EXAMINERS SELECTED TO CONDUCT THE EXAMINATIONS  
IN 1883.

## GREEK.

Ornsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford,  
Professor of Greek and Latin Literature, Catholic University, Dublin.Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, University  
of Dublin.

## LATIN.

Armour, Rev. James B., M.A. (R.U.I.)

Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.)

Healy, Rev. John, Prof. of Theology, St. Patrick's Coll., Maynooth.

Kelly, Rev. J. J.

Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, University  
of Dublin.Stewart, James, M.A. (Cantab.), F.R.U.I., Professor of Greek and Latin  
Languages, Catholic University, Dublin.

## ENGLISH.

Brown, Samuel Lombard, B.A. (R.U.I.)

Carmichael, Rev. Frederick F., LL.D. (Dub.)

Cherry, Richard R., B.A. (Dub.), Sen. Mod., T.C.D.

Gilliland, W. L., B.A., LL.B. (Dub.), Sen. Mod., T.C.D.

Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political  
Economy, Queen's College, Belfast.

Greene, George A., M.A. (Dub.), 1st Senior Mod., T.C.D.

Keboe, Daniel, B.A. (Dub.), Senior Moderator, T.C.D.

McDonald, Rev. Walter, St. Patrick's College, Maynooth.

O'Carroll, Rev. John James.

Scrutton, Thomas, B.A. (Oxon.), Professor of Grammar, Catholic Univ.,  
Dublin.Shaw, James J., M.A. (R.U.I.) Ex-Prof. of Political Economy, Univ.  
of Dublin.

## FRENCH.

'Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy.

Barbier, Georges E., Editor, *La Semaine Française*.

Boielle, James, B.A. (Paris).

Nash, George B. H., B.A. (Paris).

## GERMAN.

Meissner, A. L., PH.D., Professor of Modern Languages, Queen's College,  
Belfast.

## ITALIAN.

Farinelli, A., Professor of Italian, University College, London.

## CELTIC.

Bourke, Rev. Ulick J., (Canon), P.P.

## MATHEMATICS.

- Aldis, W. S., M.A. (Cantab.), Senior Wrangler, Cambridge, Principal, College of Physical Sciences, Newcastle-on-Tyne.  
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.  
 Casey, John, LL.D., (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathematics, Catholic University College.  
 Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), F.R.U.I., Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.  
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 Malet, John C., M.A. (Dub.), F.R.S., F.R.U.I., Professor of Mathematics, Queen's College, Cork.  
 O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.  
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.  
 Roberts, William R., M.A. (Dub.), F.T.C.D.  
 Townsend, Rev. Richard, M.A. (Dub.), F.T.C.D.

## ARITHMETIC AND BOOK-KEEPING.

- Dowd, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.  
 Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.  
 Irwin, Rev. C. King, jun., D.D. (Dub.)  
 M'Entire, Alexander Knox, First Clerk, Accountant's Department, Royal Bank of Ireland.

## NATURAL PHILOSOPHY.

- Ball, Robert S., LL.D., (Dub.), F.R.S., Astronomer Royal of Ireland.  
 Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.  
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.

## CHEMISTRY.

- Campbell, J., M.B. (Dub.), F.R.U.I., Prof. of Chemistry, Catholic University, Dublin.

## BOTANY AND ANIMAL PHYSIOLOGY.

- Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.

## DRAWING.

- Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Harris, Robert, Art Master, St. Paul's School, London.  
 Lindsay, Thomas M., Drawing Master, Rugby School.

## THEORY OF MUSIC.

- Jozé, T. R. G., MUS.D. (Dub.)  
 Smith, Joseph, MUS.D. (Dub.)

## DOMESTIC ECONOMY.

- Harrison, W. Jerome, Science Demonstrator Birmingham School Board, &c.

## APPENDIX V.

## EXTRACTS from the REPORTS of the EXAMINERS, 1883.

*Greek.*

## JUNIOR GRADE—(FIRST PAPER).

1. The impression the Juniors have given me is that as regards *translation* there is an improvement, such difficulties as serve for tests of scholarship being, in many instances, not slurred over. It sometimes happened, on the other hand, that after doing the word-for-word translation fairly enough, a candidate utterly broke down with the rest.

2. The important section headed "Grammar," has not, on the whole, been well done.

3. It would add greatly to the interest of the study and the profit of the boys, if the *lexical* as well as grammatical teaching could be more developed, and words, as used by an author, illustrated from parallel passages in his own works and elsewhere.

4. The answering in History was fairly good now and then, and the dates in many instances correctly, or nearly correctly given.

## MIDDLE GRADE—(FIRST PAPER).

1. In the Middle Grade also, taken as a whole, the translation and parsing were fairly good, and I think showed improvement.

2. I cannot praise the composition answering generally. Accentuation, generally speaking, has been looked to in some degree, but there is very great room for improvement.

3. The section on History has not been very successfully answered. It should be remarked that 120 marks are given to this subject, but that much cannot be done with it, unless the students take the trouble of *thinking over* what they study. It strikes me that in this branch there is a falling-off from what I remember in the first examination held by the Intermediate Board.

## SENIOR GRADE—(SECOND PAPER).

1. My report on the Senior Grade, on the whole, is decidedly favourable.

2. Question 4 (syntax), was tolerably well handled, but I may remark there was far too much of mere conventional and stock examples, supplied by grammars, but by no means showing that the students had been taught to make out examples for themselves from the books studied. Instances of the latter were very few, though the stress of necessity made some candidates find an illustration from one of the pieces set.

3. The answering on question 5 (scansion) was often very indifferent, sometimes *nil*.

The translation often obtained high marks, but there also was too much of the conventional type, the same renderings occurring again and again, doubtless due to the help sought from common translations.

4. Question 7 (literary) was often fairly enough answered in the last part; but the former parts, simple as they were, were sometimes very inaccurately answered, the technical names in Greek being often wrongly spelt, a disgrace to Senior Boys.

5. The "unseen passage" from Thucydides was really well done by very few, and in a large number of cases the chief praise was that they escaped writing nonsense. That from Euripides was fairly good, and may perhaps be taken as about a standard of what may be expected from a good student at the present stage of Intermediate Greek education.

JUNIOR GRADE—SECOND PAPER. MIDDLE GRADE—SECOND PAPER.  
SENIOR GRADE—FIRST PAPER.

The following are the general impressions I received this year from the papers submitted to me. The answering in the Junior Grade was disappointing. The passage (unprepared) set for translation was absolutely simple; yet the attempts at a rendering were, as a rule, wretched, many of the candidates not seeming to have even enough knowledge to use the footnotes which supplied explanation. Do the schoolmasters practise their pupils in the art of translating unprepared passages? The composition and the history of the Junior Grade were also bad as a rule. The papers of the Middle Grade candidates were of a greatly superior order. The answering was on the whole excellent, except in the translation of the unprepared passage. The prevailing lowness of the marks under this head is to be accounted for by the fact that many omitted, and very few at all successfully attempted, the passage from the *Odyssey*, though by no means difficult. The Middle Grade, with very few exceptions, thoroughly understood the scansion of Homer, and were familiar with their prepared work.

The Senior Grade were not so well prepared as the Middle, but were much better than the Junior. The answering in Demosthenes (the prescribed course) was not as good as might have been expected. The questions in history were easy; but the answering in this branch of study was, on the whole, very poor.

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*Latin.*

JUNIOR GRADE—(BOYS)—FIRST PAPER—Examination Nos. 1-2,250.

Having had a former experience of twelve years teaching in an Intermediate school in this country, I am clearly of opinion that a decided improvement has been already effected in the teaching of the schools of Ireland to which it applies, by the working of the Intermediate system. Taking the papers which I have examined on the whole, I think they were such, in knowledge of the subject-matter, order, orthography, and penmanship, as could not have been written by the average boy of sixteen or under, in the Intermediate schools of the country some few years ago. I was agreeably surprised by the closeness of the answering, the neatness of the work, and what I may call the perfection of the penmanship, in some instances.

At the same time there is still much room for improvement. The most striking deficiency in this, as in previous examinations, has been in Latin Composition. The short sentences to be turned into Latin presented no difficulty beyond those differences of idiom with which well-trained boys are made familiar from the beginning. Yet, of the students whose papers were examined by me, forty-one per cent. made no attempt at the Latin Composition. Many who answered the grammar questions well made the grossest blunders in the common concords, the cases of nouns and pronouns, the moods and tenses of verbs, in the composition. This seems to show that in a considerable number of schools, the pupils receive little or no practice in Latin Composition, which is the most effective test of the knowledge of the language.

The answering in prosody was, in a large number of cases unsatisfactory. Very few, indeed, of the candidates obtained any marks for question 10, in which it was required to point out easily-detected defects in two lines given. A considerable number seemed not to know what the question meant, as they attempted grammatical corrections.

JUNIOR GRADE—(BOYS)—FIRST PAPER—Examination Nos.  
2,251-4,338, and 10,001-10,102 over age.

I found the Latin papers on the whole very fairly done. As regards the grammar paper, most of the candidates gave evidence of having been well taught in the accidence.

Their weakest points, however, were Prosody and Composition. Many were clearly unacquainted with the nature of a hexameter or pentameter line, while they showed ignorance of the quantities of several simple words. In Composition, while a few did very creditably, the majority of the students not only possessed a meagre vocabulary, but failed to apply the rules of Syntax, which, judging from the answers, many knew by rote. The passages set for translation were tolerably well done.

JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos. 1-2,200,  
and 6,001-6,562 (GIRLS).

The translation from Ovid was on the whole highly satisfactory. Several students however, did not attempt the passages at all, and it was evident in many cases that the candidates trusted too much to printed translations during the course of the year, and too little to an honest study of their author. It cannot be too clearly understood by all concerned that this system of getting up an author for examination is not only injurious to the students themselves, but profitless to the teacher. The answering in the parsing and explanation of the author was not always satisfactory, especially in the case of that class of students to whom I have just referred. With a view to encourage still more the acquisition of solid learning I would venture to suggest that the questions in grammar and construction should receive a still higher relative value in the marking.

The perfect, or almost perfect, translation of the unseen passage by several boys, showed that it was not too difficult for those who were well trained. It is to be hoped that the same relatively high number of marks will continue to be assigned for the accurate translation of the unseen passage, because it is manifestly the safest test of sound scholarship.

The answering in history and geography was on the whole very satisfactory; and the general results of the examination furnish ample evidence both of the zeal of the teachers, and the intelligent application of the students.

JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos.  
2,201-4,338, and 10,001-10,102 over age.

The 822 papers entrusted to me for examination, were on the whole well done. The answering showed very careful preparation on the part of the majority of the pupils and accentuated the fact that the Intermediate Act has given a great impetus to the cause of education in Ireland. The passage for translation at sight was very generally attempted, and almost all who tried it obtained marks for it, while not a few scored quite as high marks in it as in the passages from the prescribed course. This fact proves that the pupils, speaking generally, knew their subject, and that, instead of having simply been crammed, they had been taught the Latin language on a sound method. The spelling, with a few exceptions, was good, and the style of answering was creditable. The parsing of the words from the selections was not so meritorious as could have been desired, and the attention of teachers and taught might be called to this matter.

## MIDDLE AND SENIOR GRADES.

I have examined of the Senior Grade 286 answer books and have good reason to say that the answers were, upon the whole, fair and even creditable, while in not a few cases they were very good. It pleased me to see that in two unprescribed passages, by no means either of them very easy, over 25 per cent. gained one-half marks and upwards, while a considerable number of these scored nearly the whole.

I have also examined of the Middle Grade 506 answer books. Though the answers in this Grade were not, as naturally they would not be, equal to those in the Senior, I nevertheless think that, upon the whole, they were fair, while some were very good.

## MIDDLE AND SENIOR GRADES.

The answering in Latin, by the Middle and Senior Grades, was, on the whole, good.

In both grades the candidates were generally well grounded in grammar.

In the composition of Latin prose the candidates generally showed considerable proficiency.

The weakest point of most of the candidates in both grades was Latin verse. It seems to be much neglected by schoolmasters, I presume on account of the time it requires to prepare pupils in it; this is, I think, much to be regretted.

The translation by the candidates was on the whole very good; but in this branch there was evidently a great deal of "cram," and learning by rote, as was proved by the many failures, on the part of those who did their translation well, to answer simple questions in the book prescribed.

I did not notice any instances of copying, nor was the spelling or writing of any candidate so bad that I thought it necessary to mention it.

I should not omit to state that there were many candidates whose answering was so deficient that it is a wonder they were ever encouraged to present themselves, as their failure must have been foreseen.

The answering of the girls was, on the whole, not so good as that of the boys.

*English.*

## JUNIOR GRADE—(BOYS)—FIRST PAPER.—EXAMINATION Nos. 1-675.

On the whole the proficiency shown this year, though generally low and far from satisfactory, is higher than that shown in 1882. Instances of really good answering are still very few; but on the other hand the hopeless cases are not so numerous as they were last year.

## GRAMMAR.

The answering in grammar was generally very poor; the question which required candidates to parse half a dozen of the principal words in a simple passage from *The Pleasures of Hope*, being in particular very badly answered. I am well within the mark when I say that 60 per cent. of the candidates contented themselves with simply naming the part of speech each word was—or was erroneously supposed to be.

Anything like a knowledge of the relations between the different parts of speech was conspicuous by its absence. On the other hand, punctuation, which last year was extremely bad, was this year fairly and intelligently done.

CAMPBELL—"PLEASURES OF HOPE."

The answering in this subject was very irregular. Questions which only required an effort of memory were well answered; but questions requiring more than memory were either left unanswered or answered very badly. Out of more than 500 candidates, fewer than twenty gave me an intelligent paraphrase of the six lines quoted in question 10.

JUNIOR GRADE—(BOYS)—FIRST PAPER—Examination Nos. 676-1,950.

I examined 1,035 students of the Junior Grade in English at the examination just concluded. As compared with the examination of 1882 there seemed to me an improvement in both writing and spelling.

The number of papers rejected for inexcusable ignorance was practically "nil."

The questions intended to bring out somewhat of a higher knowledge failed generally to attain the desired end, *e.g.*, in questions 2, 4, and 5 the points were missed.

The students were well made up on the text of "The Pleasures of Hope." The attempts to paraphrase the passage in question 10 were utter failures.

I perceived no improvement in the compositions except in spelling.

JUNIOR GRADE—(BOYS)—FIRST PAPER—Examination Nos.  
1,951-3,225.

I have examined 1,023 candidates in English, First Paper, Junior Grade, Boys. The spelling, as a rule, I found good, both in the questions specially set on the subject and in the answers to the rest of the paper. The grammar was not so good, the parsing especially being weak. The answering in Campbell's "Pleasures of Hope," was much better than in any other part of the paper, many of the candidates displaying a most minute and intelligent knowledge of the text and the various references.

In this part of the paper, question No. 10, a passage to be paraphrased, gave the candidates most trouble. Some of them did not seem to have the least idea of what paraphrasing meant. On the other hand, many gave excellent renderings, and seemed to have thoroughly caught both the spirit of the passage and the general spirit of the poem. The composition I found worst. It was, in many cases, extremely bad, and on the whole was poor. The subject does not at all seem to have received the attention worthy of its importance, and is certainly the one in which there is most room for improvement.

JUNIOR GRADE—(BOYS)—FIRST PAPER—Examination Nos.  
3,226-4,338, and 10,001-10,102 over age.

If all the writers were near the limit of age fixed, 16, I should have to regard the answering, as a whole, as really unsatisfactory. But I believe that students, in very many cases, begin to compete long before

they approach that limit, and even middling answering on a paper set for boys in their sixteenth year, is not discreditable to students of thirteen or fourteen years of age. As the work of youths nearly sixteen, those papers would be, as I have already said, unsatisfactory; as, to a great extent, the work of much younger boys, they may be looked on as rather promising.

But there is one point to which I feel it my duty, for several reasons, to direct, in a special manner, the attention of the Board; and that is the subject of English Composition.

I am informed that where attention to English Composition is earnestly desired by school authorities, and where it had been aimed at long successfully, a state of things like the following has arisen. Students remonstrate earnestly against being required to give much time to working up English themes. Their need for preparation in other subjects strikes them more vividly. They fancy they can almost from the first produce an English Composition; they say they are quite sure to be able to do something in this way; on the other hand they know they cannot answer on the books that form part of their examination without attentive study. They long to work at what they clearly do not know, rather than at what they feel they have an idea of already. And their masters are influenced to some extent by their representations. There is a vagueness about what a boy is to lose by neglecting his English Composition, which does not exist to the same extent with regard to neglect of study of his authors. The master knows clearly that, if the author is not learned, the author will not be known. In English Composition, there is a good deal more to be hoped for, from lucky inspiration at the last decisive moment. The hope is indeed very deceitful, but its deceit is not clearly brought home to master or to boy. This element of doubt and *vagueness*, with regard to the value of preparation for English Composition, appears to me to be the first and chief difficulty which it is important for the Board to deal with.

#### JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos. 1-1,275.

I examined 1,036 of the Junior Grade, boys, on the second paper in English. I cannot report very favourably of the answering as a whole. A very large proportion of the candidates utterly failed in all the subjects of the examination, whilst many who answered fairly in one subject entirely failed in the others. The number of those who gained good marks on the whole of the paper was surprisingly small.

#### HISTORY.

The answering in history was considerably better than on the other parts of the paper. Most of the boys were well drilled in the leading dates and events, and, where memory of individual facts alone was required, answered exceedingly well. But most of them failed on the only question (the 5th) where they were required to trace the order and progress of events.

#### SOUTHEY'S LIFE OF NELSON.

It was plain that the candidates had all read Southey's Life of Nelson, and had in most cases been carefully drilled in it; but the answering was, on the whole, unsatisfactory from want of grasp of the significance and bearing of the events related, in reference to each other, and to the general history of Nelson's times. The immaturity and lack of general intelligence, which marked a large proportion of the boys, were more conspicuous in this part of the examination than in any other.

## GEOGRAPHY.

Geography seems to be a very weak point in our Intermediate schools. The questions on that subject have been gradually becoming easier, but there is not much improvement in the answers. It appears to me that the boys have been taught too much from books and too little from maps, and that they have learned a number of names of places without understanding much about their relative positions.

The answering in physical geography was especially bad. A great number of the candidates seemed never to have been taught a word of the subject and to be simply guessing at the answers.

JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos.  
1,276-2,575.

I examined 1,050 boys in the Junior Grade, second paper, in English. I found that on the whole the answering was considerably better than in the same grade last year. No question seemed to be beyond the range of the more intelligent candidates, though of course there were a considerable number who displayed gross ignorance, and who could not be allowed the examination by any examiner.

JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos.  
2,575-3,850.

The average answering, was, in my opinion, excellent for boys so young. Their knowledge of history must be specially commended, many boys not only showing a very great accuracy in the outlines, but also entering into minute details. The physical geography was not so well answered as it should be, as the questions were very easy.

In the great majority of cases the orthography and penmanship was very good indeed.

JUNIOR GRADE—(BOYS)—SECOND PAPER—Examination Nos.  
3,851-4,338 and 10,001-10,102.

## HISTORY.

In history, dates and some of the more remarkable events were known, but that was all. Questions requiring anything like a connected account of a period were badly answered. The answers to question 5, which required an outline of the Civil War and its progress down to the death of Hampden, were almost without exception remarkably bad.

## SOUTHEY'S "LIFE OF NELSON."

The answering on *The Life of Nelson* was very superficial. The only question (No. 7, which asked for a vindication of Nelson's conduct at Copenhagen) requiring the exercise of a little thought on the part of candidates was scarcely ever correctly answered. Indeed the answering on this subject, and that on history, bore witness rather to careful cramming than to thorough teaching.

## GEOGRAPHY.

The proficiency shown in geography was extremely poor. The answering in political geography was, I think, rather better than last year, but that in physical geography was decidedly worse. I noticed too, just as

I did last year, that the boys knew more about England and the Colonies than they did about Ireland. I regret having to report the lower proficiency in physical geography. Last year the answering on this subject was encouraging; this year it is anything but that. And I regret this all the more because I believe that no subject is more valuable, from an educational point of view, than physical geography. Quite apart from its intrinsic utility it is, when properly taught, calculated to develop the thinking powers of the young more than any other subject not purely mathematical. But in the case of young students it cannot easily be learned from text books; it must be taught. The ordinary text books on physical geography are dry and uninteresting, that in the course for the Intermediate examinations being no exception to the rule. But when taught by one who himself knows the subject and has the power of imparting his knowledge by the aid of diagrams and models, physical geography is a really interesting and delightful study. I can not help believing, therefore, that bad teaching is to blame for the bad answering this year. The pupils were taught the text book, but they were not taught physical geography. There were some brilliant exceptions to this general rule—candidates who had evidently been taught not crammed—but they were very few. Any alteration in the programme for Junior Grade, which, by assigning a higher value to physical geography, would encourage the thorough teaching of the subject, would I believe be in the interest of sound education.

Orthography was generally good, and the handwriting, though often slovenly, was, with a few exceptions, well formed and legible.

MIDDLE GRADE—FIRST PAPER—(BOYS and GIRLS), and SENIOR GRADE—  
SECOND PAPER—(GIRLS).

The results of the Examination in English (First Paper), were on the whole very satisfactory, particularly in English Grammar, Analysis and English Literature. The answering in Geography was relatively not so good. This was, I think, partly due to the fact that the general Geography, even of Europe (the part prescribed), presents such a vast mass of unconnected facts, that it is really very difficult to be made up by most pupils unless a judicious selection is made of the classes of facts most important to be lodged in the memory, while physical geography, where it draws on the principles of physics, is intrinsically somewhat difficult of comprehension; but the inferior answering this year was also in part due to the Candidates devoting too little time, comparatively, to the geographical questions, because they happened to come last on the paper. Question 11 in Geography, was not generally well put in.

In the Senior Grade, the girls answering in English (Second Paper), was very good. The Compositions (English), were in general fair, while a few might almost be called excellent.

MIDDLE GRADE—SECOND PAPER—(BOYS and GIRLS), and SENIOR  
GRADE—FIRST PAPER—(GIRLS).

I have examined in all 1,017 papers, as follows :—

1. Senior Girls, 1st paper, . . .	117	} English.
2. Middle Girls, 2nd paper, . . .	242	
3. Middle Boys, " . . .	658	

1,017

In the case of the Senior Girls, the answers seem to me very good and showed evidence of solid work, and careful preparation.

As regards the Middle Grade, the second paper included English History, Literature, and Composition. With regard to the two former subjects, I have little to say; I can only observe that the answers were a fair average on the whole, and need but little remark. On the third subject I confess that I feel some little disappointment at being compelled by duty to speak by no means favourably.

Most of the compositions were of but little value, and very many were scarcely deserving of any marks. I frequently found the students deficient in the rudiments of education; and unless they have been taught at least as much as these, it is impossible for them to answer any question in any subject creditably.

I should be reluctant to say anything which might sound harsh respecting these examinations if I did not cherish some faint hope that a few teachers may be induced to accept from one who has learned its value, a slow but sure remedy for the evils of which he has seen reason to complain. I would ask them to adopt an old fashioned plan, which, I believe, would not only conduce to the solid education of a pupil, but enable him to pass his examinations much more respectably than if he availed himself of the most cunning crammer and the most scientific cramming. Let the instructor select, three or four times a week, some passage out of the books which are to be presented for examination. Ten or twelve lines of this should be dictated to the class, who will, from their rough copy, transcribe the lesson very carefully in a book. Next day they will each bring up his book for correction by the master, and, at the same time, repeat from memory the passage that has been dictated to them. This dictation will serve as a lesson both for handwriting, spelling, and stopping, all in one. At the same time, if the passages be judiciously selected, they will help to prepare the subjects required for examination. If care be taken that these passages be not forgotten, when once learned, but retained in the mind by constant repetition, they will insensibly improve the style of composition, and besides indelibly imprint on the memory, with no painful effort, these portions of the examination books which the candidate would desire to have most at his command on the day of trial.

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SENIOR GRADE—SECOND PAPER—(BOYS). JUNIOR GRADE—  
FIRST PAPER—(GIRLS).

I have examined the answers of the boys in the Senior Grade English, second paper; and those of the girls in the Junior Grade English, first paper, and have to express my satisfaction with the results of the examination.

Many candidates in both grades have sent in highly intelligent and accurate papers, giving evidence of good teaching and careful preparation.

There is, on the other hand, more proof of excellence in the matters which concern the memory than in those which exercise the judgment and the critical faculty: a result naturally to be looked for in the Junior Grade.

Many essays in the Senior Grade were of good character and style, exhibiting some power of mind and originality in reflection. The handwriting in the Senior Grade is not good; the same must be said of the orthography in the Junior Grade (Girls).

It may be noted that a very considerable number of candidates lose many marks by the careless manner in which they read the questions,

It is quite remarkable how many candidates answer only half the question, having apparently overlooked the rest, perhaps the essential part; while many through carelessness or haste misunderstand the question and send in answers totally inappropriate and valueless. This occurs sometimes with candidates whose answering is otherwise excellent. Others again will lose time in the case of alternatives being given, by answering both questions instead of selecting one.

The standard of merit in composition, Junior Grade Girls, is not high.

On the whole, however, the answering is good, and promises well for the educational future of the country.

SENIOR GRADE—FIRST PAPER—(BOYS). JUNIOR GRADE—  
SECOND PAPER—(GIRLS).

I beg to report that in the papers I examined, *i.e.*, Boys (Senior) and Girls (Junior) in English, I found the answering satisfactory. Not having previously examined in the Senior Grade, I cannot, as regards it, form any comparison between this and former years. In the Junior Grade the answering, in my opinion, showed a distinct improvement on that of the two years in which I previously examined.

The subject to which least attention appeared to have been given was geography, and in the Junior Grade, although a very large proportion of the pupils had been taught the physical geography course, few seemed to have acquired more than a "parrot" knowledge of the subject. Whilst it was impossible to withhold marks where a question was tolerably correctly answered, yet the answers rarely showed any intelligent appreciation of the matter.

The English history course in both grades was very fairly known, especially well, were any questions requiring dates, as of battles, &c., answered.

In the Senior Grade the answering in *Macbeth* was very satisfactory, but, in that grade, Shaw's History of English Literature seemed to have been, in many instances, almost entirely neglected.

In both grades the writing and spelling were very satisfactory, especially the former.

The most noticeable defect in the answering in both grades was the want of precision or accuracy of knowledge. Except in the history, Junior and Senior Grades, and in *Macbeth*, in the Senior Grade, this defect was very apparent and seemed to me to arise, in most instances, from the absence of accurate knowledge, not from any deficiency in power or form of expression.

*French.*

JUNIOR GRADE—(BOYS)—Examination Nos. 1–2,400.

The Composition, though fairly mastered by a large number of Candidates and admirably done by a few, was as usual the weakest part of the work. I do not think sufficient time is given in schools to this, the *real* test of knowledge of a language.

Judging as a whole, I do not think the "standard" of French is as high in the Boys' schools as it is in the Girls'. Certainly the work of the Junior Girls which came under my notice last year was of a distinctly better quality than that of the Junior Boys in this year.

JUNIOR GRADE—(Boys)—Examination Nos. 2,401–4,338,  
and 10,001–10,102 over age; (Girls) 6,826–6,900,  
and 11,001–11,010 over age.

This year's papers are less satisfactory than were those of last year. The answering to the first question which is of a very elementary character, indicates at once the inferior standard of the candidates' work; the sentences (a.) *I have some bread*, (b.) *I have good bread*, being correctly translated by barely one-half of the candidates, whilst the sentence (c.) *I have no bread*, has been correctly translated by a small minority only.

The rest of the Grammar calls for no special comments save Questions 4 and 6. The answering to question 4 ("Give the different English meanings of *en* and *y*, and construct short sentences to illustrate your answer") has been, in exceptional cases, extremely good, and is the most creditable feature in this part of the Examination. It has been approached with method, and treated intelligently and thoroughly, and without adhering to the phraseology commonly used in French Grammars—which in some instances is a marked improvement—and with numerous and apt illustrations which are not generally found in school-books. I noticed that the papers which contain those methodical and comprehensive answers are equally good in other parts of the Examination. Last year, too, this independent, sometimes original, but always accurate treatment of some questions had struck me, and I am convinced that some Irish schools possess teachers of the highest attainments and competency.

The answering to Question 6 is bad. No student of French, junior or senior, can be expected to understand anything of it, if he is unacquainted with the inflexions of such common verbs as *aller*, *venir*, *faire*.

The Composition is poor.

The translations from French into English are not good. No doubt, most of the candidates have fairly apprehended the context, but their translation is so literal, both in the vocabulary and grammatical construction, that it cannot be said to be English at all. I do not mean to say that, in order to do justice to a piece of translation, it is necessary to strain one's ingenuity in going away, as far as it is possible, from the vocabulary and the construction identical in both languages, in view of giving the translation an exclusively Saxon look—that is a defect equally reprehensible—but English words of direct or indirect Latin origin which often have a totally different meaning from that of the French words similarly spelt, or which only retain a part of the meaning attached to the French words, lead the unwary into snares and nonsense. Of course, it would be unreasonable to expect a perfect translation from junior boys, but this defect is very marked this year, and it must be pointed out. The students have prepared their translations too hurriedly and superficially.

Altogether the candidates' work shows some want of earnestness and must be pronounced—although not to an extreme degree—unsatisfactory.

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JUNIOR GRADE—(Girls)—Examination Nos. 6,001–6,825.

Translation of English into French does not seem to be taught with care, as not 8 per cent. of the candidates obtain pass marks in this branch. The defect is not in the choice of unfit words or expressions, but in ignorance of the elementary rules of grammar and of the simplest idioms of the language. This ignorance is to be found in papers side by

side with substantially accurate answers to the Grammar questions. This fact would suggest that the grammar rules are taught in too parrot-like a fashion, and that sufficient attention is not paid to their practical application.

The similarity of expressions to be found in answers necessarily coming from many different centres of examination looks like a liberal use of translations in the preparation of the prescribed books. In some cases it would seem that the candidate had endeavoured to commit the translation to memory without assigning any meaning to particular words.

The handwriting and neatness of the papers leave nothing to be desired.

#### MIDDLE AND SENIOR GRADES—(BOYS AND GIRLS).

The few remarks I have to offer on the French papers of the Middle and Senior Grades will not be, I am afraid, altogether of a satisfactory nature. Comparing the per-centages of 1883 with those of 1882, I find an increase of failures in Grammar in two cases: 35 per cent. Middle Grade Boys failed this year against 24 last year, and 39 per cent. Senior Grade Boys against 34. On the other hand the Senior Grade Girls, who were highest last year, show further improvement, the per-centage being 21 against 24. As to Middle Grade Girls, the failures are at the rate of 29 per cent.

I do not know whether the questions in both papers will be considered harder than the previous ones, but most of them refer to those prominent points of French Grammar with which any fairly prepared candidate should be conversant. The translation of idiomatic phrases is very weak, especially in the Middle Grade. For instance, I have often examined forty or fifty consecutive papers without meeting with a correct rendering of "*I do not remember it.*" I have called attention to those points before, but future candidates should bear them in mind, for more than a third of those that have failed in Grammar reach Pass marks and even Honour marks.

About half the candidates in both grades pass with Honours, the highest per-centage being 62 for Senior Grade Girls. These papers show solid work and good results.

#### German.

##### ALL GRADES.

The boys in the Junior Grade have given evidence of having, for the most part, done a respectable amount of work. The books prescribed had been prepared, and the elements of grammar committed to memory. Very few, however, were able to apply their grammatical knowledge in the translation of an easy exercise into German.

The work of the girls is far inferior to that of the boys. Out of 109 girls examined in the Junior Grade, 70 did not know the most usual forms of the auxiliary verbs, whilst the translations, in many cases, bore evidence of being a mere rehearsal of the story from memory.

Many teachers, in their anxiety to pass their pupils, set them to read the books prescribed without sufficient grammatical preparation. The salutary rule, that 20 per cent. of the marks allotted to grammar must be scored by the candidate, prevents the entire neglect of this subject. But at present most Students confine themselves to the most necessary paradigms of the accidence, and practice in composition is entirely neglected. The consequence is that but very few students are able to

take up German in the higher grades, there being no solid foundation for a higher superstructure.

If I might suggest a remedy to your Board, it would be, to make the scoring of a certain number of marks in composition as necessary as it is now in grammar. In order to give to pupils and teachers more time for composition, I should suggest that the books, or portions of books prescribed should be somewhat shorter, and that the exercise should be composed (as I have done in the exercise for the Junior Grade) of words and forms frequently recurring in the prescribed text.

In the Middle and Senior Grades, it might encourage Students to pay more attention to composition, if, in addition to the piece of continuous prose for translation into German, an exercise similar to the one for the Junior Grade, were added for those who are not sufficiently advanced to attempt such a difficult task as the translation of a piece of continuous English prose into German. This exercise should test, in the Middle Grade, the candidate's knowledge of accidence, and the principal rules of syntax, and in the Senior Grade, his knowledge chiefly of syntax.

After what I have said, it gives me sincere pleasure to add that the composition of one of the girls in the Senior Grade is remarkably good.

### *Italian.*

#### ALL GRADES.

The result has been generally satisfactory. That the Grammar is well taught is sufficiently proved by the answers of the best pupils, who have not only replied correctly to the grammatical questions, but, in several instances, have added clear explanations on points of difficulty.

In regard to the translation from the Italian, as this is the least difficult part of the examination, the pupils were seen to the best advantage. Translation is not to be relied on as a sure test of a thorough acquaintance with a language: a great number, however, of those examined have given undeniable proofs that they perfectly understood the text, either by a literal translation or by a good free one with illustrative notes.

The translation into Italian is a more difficult task, and in it, as we would naturally expect, the pupils have not acquitted themselves so well. This is especially the case in the Senior Grade; and I have found in all grades that some who succeeded well or pretty well in the other parts of the examination have been deficient in this. The defect arises in a great measure I think, from the practice of translating more from than into the language that is being learned. It is therefore my opinion that a greater proficiency would be gained if in teaching a language, more time were devoted to translation into it, and to the practical application of the grammatical rules already learned by the student. Were this done, we would not so often find students succeeding well in grammatical questions and when writing or speaking failing completely in the application of the necessary rules.

### *Celtic.*

#### ALL GRADES.

Many of the answer-books furnished to me, as Examiner in Celtic for the year 1883, are worthy of praise.

Of the three grades, the boys of the Middle Grade have furnished the best pieces in the subjects selected for their study during the year past. The papers written by them are, for boys, remarkably good and full.

The answer-books of the Senior Grade are, taking them as a whole,

good, yet not so good in their department of study as those written by the boys of the Middle Grade.

A fair number of the answer-papers of the Junior Grade are very good. Relatively, however, and bearing in mind that the answers are those of Junior boys, the papers are not, in their kind, as good as those written by pupils of the Middle Grade.

In all grades the students have shown a good knowledge of the Irish-Gaelic texts submitted to them for translation.

It may be well that the examiner should give his opinion (a.) on the Gaelic penmanship of the pieces submitted to him; and (b.) on the absence, in very many instances, of idiom in the pieces translated from English into Irish-Gaelic.

Owing to the use amongst boys of all grades of the "old" Roman letter, or as it has been commonly, though incorrectly, called "old" Irish letter, the penmanship furnished in their answer-books is not as ready, free, or plain as it would be if the (modern) Roman style of manuscript writing, now in use amongst all classes, had been adopted by those who wish to convey their thoughts in Irish-Gaelic.

A change in this respect must come in time. Everything calculated to advance is in favour of the change to modern Roman—readiness, clearness, correct business habits, the progress of the times—nothing is in favour of retaining the "old" Irish letter, except its antiquity and the repugnance of Kelts to "change."

It is true to state that the answer-books, as written by some good writers amongst the boys, are very neat and pleasing to the eye; the greater part, however, look strange and bizarre, and they remind one of the letter written by the Samaritans during the Jewish Captivity, or by the Jews and Phenicians in the days of the Royal Psalmist—in other words, some of the boys write the "old" Irish letter so that it resembles the Samaritan or Phenician letter. This should not be.

Until a change is adopted—if it should come to pass—it is well to suggest to teachers of each grade that boys should be made to practise, not once but several times each week, writing in Keltic, such as is furnished in Irish copy-books. If a boy do not practise the art of writing the language—which with the "old" letter is strange to him—he will not, because he cannot, write his Irish-Gaelic well on the day of examination.

The fact of not practising exercises, such as those just named, leads considerably to the want of knowledge of the idioms of Irish-Gaelic. There are no two languages so opposed in the manner of expressing the same thoughts as are Irish-Gaelic and English. Hence, unless a boy practise writing in the native language, and "thinking" in it, or speaking its phrases occasionally, he cannot acquire the mode of expressing thought so ready and natural to those who speak the language from their youth. If this be not attended to, the language which the rising Irish scholars will speak or write cannot be like that spoken at present—for the natural manner of speaking in it, and of thinking or moulding thought, will have been lost.

The knowledge shown by the students in Irish History and Irish Archaeology was very satisfactory.

### *Arithmetic.*

#### JUNIOR GRADE.—(BOYS).—Examination Nos. 1-2,225.

There are fewer cases of complete failure than occurred last year, but the superior answering is hardly as good as might be expected. There are not many instances of the answering rising above 70 per cent., and that does not require a very great knowledge of Arithmetic considering

the character of the paper. The answering in general shows a want of accurate working power, which seems to be caused by the pupils being pushed on too fast and before they are well grounded in the elementary parts.

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**JUNIOR GRADE—(BOYS).—**Examination Nos. 2,226-4,338, and 10,001-10,103 over age.

I am on the whole much pleased with the answering of those Candidates whose papers were examined by me. As a rule the work was neatly and tidily done, and accuracy was fairly present. What I chiefly have to complain of was want of thought in such questions as required something more than merely mechanical knowledge of figures; this is a matter which teachers would do well to attend to.

I should add that the principles of notation which I regard as of the most elementary stage of Arithmetic seem in very many cases to have been entirely overlooked, or if ever taught, to have been forgotten; nevertheless, on the whole, I can well believe that with care and attention a good per-centage of my Candidates will in a few years prove themselves creditable arithmeticians.

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**MIDDLE GRADE—(BOYS AND GIRLS). JUNIOR GRADE—(GIRLS).**

As regards the Middle Grade I am able to report that fully 50 per cent. of the boys passed a respectable examination, while the answering and style of 20 per cent. was excellent.

On the whole the methods of solution were good. The question in addition of circulating decimals was by nearly all worked fractionally, thus occupying two or three pages, when as many lines would suffice if it were treated decimally. In one question only I asked the reason of a certain step in the work, and I regret to say that very few attempted an answer.

The paper proved too difficult for the girls, and I am not surprised that it did so, as the answering affords little evidence of preparation in the programme. I took every pains to find and give credit for all well-directed thought even when the true answer was not approached, yet so many as 44 per cent. failed; and several sent in their answer books without attempting a single question.

In Junior Grade, girls, 75 per cent. passed, and of these two-thirds obtained honors, several getting the total of 500.

Although the paper set was not a difficult one, yet the answering was such as to leave no doubt as to the capability of the children to prepare under fair teaching for the Middle Grade Arithmetic of next year.

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*Book-keeping.*

**BOYS AND GIRLS.**

A considerable number of the answer books which I have examined, are creditable to the candidates who presented themselves this year, and to their teachers, both for the neatness of the papers, and the knowledge of book-keeping shown; still I would urge on the instructors in Intermediate Schools the necessity for going further with their pupils into the method and object of book-keeping, inducing them to exercise more thoughtfulness in the study of it. I found when the answer consisted principally in a correct transcription of items, the successful

candidates scored high, but an almost general failure was apparent when any great extent of *thought* was necessary to the complete working out of the answers. At the same time I feel justified in stating that many of the more successful boy candidates could safely be intrusted, in the capacity of junior clerks, with the care of the books used in a merchant's office, but I regret to say that a considerable number of those who failed were very indifferently prepared, and many utterly ignorant of the subject.

The precision and neatness with which the successful girls worked out their answers are noteworthy, (a large proportion of those presenting themselves having passed, and nearly 50 per cent. of these with honors), and suggest the idea that many of those examined contemplate employment as clerks.

### *Euclid.*

#### JUNIOR GRADE—(Boys)—Examination Nos. 1-1,125.

1. The answering I received in the first book of Euclid was on the whole good.

2. The answering in the second book was not so good—some of the candidates answering apparently from memory.

3. The answering in the third book was defective, very few of the candidates being able to reproduce Euclid's proof of the 26th proposition.

4. There was hardly any answering of the deductions from Euclid; and I am inclined to think that this is owing to the candidates not having learned to reason out the proofs of the propositions for themselves, but rather relying on their memory of the text.

#### JUNIOR GRADE—(Boys)—Examination Nos. 1,126-2,250.

I am happy to be able to state that the number of complete failures in the papers examined by me was relatively small. Not a few left the propositions of Book III. untried. Still the number of those who did all the propositions, and, at least, attempted the exercises, was so considerable, that it does not appear desirable to shorten the Euclid course for Junior Grade boys.

#### JUNIOR GRADE—(Boys)—Examination Nos. 2,251-3,350.

I examined the answers of about 900 students, Junior Grade, in Euclid.

It is difficult to pronounce how far answers in the Propositions of Euclid—in some cases exact reproductions of Euclid's text—are indicative of a knowledge of the subject. An examiner is often obliged to give credit to a candidate for a number of propositions, which make a fair gross total, while some grave error in another proposition shows that the candidate has but little knowledge in reality.

Only 3 per cent. of the candidates scored over 350 marks, and at the most 4 per cent. of the candidates attempted the problems with success.

The bulk of the answering was in the first and second books, on which the candidates evidently bestowed more care in committing to memory than in endeavouring to understand.

A boy who has really mastered the first three books of Euclid ought to be able to do easy problems or 'cuts,' and I consider answering in the problems a fair test of a thorough and sound knowledge.

On the present system there are 12 questions on the paper, 350 marks being allotted to the propositions and the remaining 150 marks to the problems; I am of opinion that if the number of questions was reduced to 10, and that 300 marks were allotted to the propositions, and 200 to the problems, the examiners would have less difficulty in deciding as to the merits of the candidates, and, what is more important, would find them more thoroughly prepared.

JUNIOR GRADE—(Boys)—Examination Nos. 3,351–4,338, and 10,001–10,102 over age.

1. Nearly every candidate copied out the enunciation of each question before answering it. This must have consumed, at least, one half hour of the time allotted for the paper, and is unnecessary. I would recommend that, in future, the student be informed by a note, in small type, at the head of each paper, that the enunciation need not be copied, but that the student should proceed at once to the answering of the questions.

2. The deductions were virtually left unanswered, scarcely any candidates making the least attempt at proving them. Only one student, out of 914 whose papers were sent to me, answered all the questions.

3. A very large number, about 12 per cent., failed altogether, and about one-third of the entire number scored less than 20 per cent.

4. The answering, in several cases, showed that the pupils had got the demonstrations by rote but did not understand them.

MIDDLE GRADE—(Boys and Girls). JUNIOR GRADE—(Girls).

I have examined the papers sent in by boys and girls in the Middle Grade in Euclid, and also those sent in by girls in the Junior Grade in the same subject.

The answering in the Middle Grade was in general very good, both from boys and girls, not so good however from the latter as from the former. Of the boys, the greater number showed an intelligent knowledge of part, if not of the whole, of the subject, and there were many successful attempts at solutions of the deductions. The girls more frequently gave evidence of having been subjected to the old fashioned process of learning Euclid by heart, as a result of which it not seldom happened that almost full marks were obtained for one proposition, while a fatal slip in others revealed the fact that memory had been more cultivated than understanding.

With regard to the Junior Girls, I cannot speak so favourably. Out of 144 candidates only seventeen obtained as much as half marks, in an easy paper, while considerably more than that number sent up work deserving of absolutely no credit at all. Several Junior Girls covered many pages with sentences in which no gleam of reasoning appeared. I can only explain this by the supposition that in many cases the teachers must have been as ignorant of geometry as their pupils; otherwise they would not have allowed the latter to go in for examination in a subject in which they were so completely unprepared.

A few among the Junior Girls did some really good work: and both among Junior and Middle Girls there was often a neatness and completeness in writing out particular propositions, which surpassed anything shown by the boys.

*Algebra.*

## JUNIOR GRADE—(BOYS)—Examination Nos. 1-1,525.

I examined eight hundred and ninety-one papers in Algebra, in the Junior Grade. I have to report that the answering was on the whole decidedly low, a large proportion of the candidates failing to obtain passing marks. I make, with reference to this subject, the same observation which I made as an examiner in Euclid in the same grade in 1882, that a large number of students present themselves for examination who are totally unprepared, and whose incapacity must be obvious to their teachers. Excluding this class, I find the answering of the remaining candidates very creditable, evincing careful preparation and good teaching. In some few instances, indeed, the papers exhibit a degree of mathematical ability and training quite remarkable in students so young.

## JUNIOR GRADE—(BOYS)—Examination Nos. 1,526-3,025.

The answering of the candidates examined by me, was, as a whole, indifferent, about two-thirds having failed to obtain the percentage of marks required for pass.

The large proportion of failures cannot be due to any peculiar difficulty in the examination paper, since every question was completely answered by different candidates, and considerably more than half the candidates who passed obtained marks entitling them to honours.

Several of the candidates seemed to be entirely ignorant of Algebra, and very many knew so little of the subject that they could not have had the faintest chance of passing even under the most favourable circumstances.

The answering of the candidates who passed was, in many cases, of a high order of merit, but several lost marks by mistakes apparently due to carelessness.

## JUNIOR GRADE—(BOYS)—Examination Nos. 3,026-4,338, and 10,001-10,102 over age.

An examination in which 244 candidates, or considerably more than a fourth of the entire number examined by me, have failed to obtain a single mark, can hardly be regarded as satisfactory. Yet among the papers I have read there are very many which are excellent. One boy has got the total marks assigned to the subject, and several others very nearly the total. Indeed if I except those referred to above, who were merely nominally candidates, a very large proportion of the remainder have a good knowledge of the elementary rules and operations of Algebra.

## MIDDLE GRADE—(BOYS AND GIRLS). JUNIOR GRADE—(GIRLS).

I examined, of Middle Grade boys, 589; of Middle Grade girls, 95; and of Junior Grade girls 178.

The results indicate a very solid and substantial improvement in the teaching of the subject throughout the schools generally, male and female alike, during the year that has just elapsed.

The percentage of mere passes in the Junior Grade girls last year, was certainly slightly higher [52 as compared with 49] than that of the same class this year. But that class was, in my opinion, as conveyed in my report, above the average; and I had looked forward, in consequence, with much interest, to their performance in the middle grade of this year; and without disappointment as regards the result,

their percentages of passes and of honors being 72 and 42 respectively; the highest, I believe, yet attained to in the subject at your examinations.

In conclusion, as in my report of last year, I wish again to express my warm approval of the excellent arrangements at your office for conducting the intricate business of your examinations, and facilitating the onerous duties of your examiners. In my almost unexampled experience as an examiner in mathematics in this and the sister country, I never found them so complete in all respects elsewhere.

### *Mathematics.*

#### SENIOR GRADE.

Considering the extent of the course, and the advanced character of parts of it, a very good all round average could hardly be expected from candidates who had not devoted themselves specially to Mathematics. But I think the answering of the upper third was distinctly good, and that those who gained honour marks had a very competent knowledge of the subjects, the acquisition of which must have been a very useful training.

(a.) *Euclid*.—On the Euclid paper the chief noticeable point was the orderly and concise manner in which the majority of the candidates wrote out the propositions; the deductions naturally engaged the attention of only the better class.

(b.) *Arithmetic and Algebra*.—Many of the candidates seemed to be unaccustomed to the management of practical arithmetical calculations. Nine or ten places of decimals were often found to be retained throughout the work, when half that number would have been quite sufficient. The conditions of the convergency of series, and their practical nature and utility, seemed to be imperfectly understood; and calculations which were set to illustrate their use were often performed by long arithmetical processes in preference. I think a great improvement would ensue if more attention were paid to the arithmetical aspect of the nature of series, especially infinite series, such as the Binomial Theorem for fractional and negative indices.

(c.) *Trigonometry*.—Trigonometry is a subject of only one year's study, so that a complete familiarity with it was not to be expected on the part of ordinary candidates. The marks show a fair knowledge on the part of the majority. The improvements desirable, are, I think, more neatness in working, and precision in explanation, as well as a more accurate knowledge of the ordinary formulæ employed, and the practical uses made of them.

(d.) *Elementary Mechanics*.—In Elementary Mechanics the answering seems to have been better than usual. The knowledge of the subject shown by the better candidates was accurate and thorough, and quite a large proportion succeeded in making respectable scores.

### *Natural Philosophy.*

#### JUNIOR GRADE—(Boys)—Examination Nos. 1-2,300.

The answering of the candidates, as a whole, showed that the books on the subject had been carefully studied, and in many cases the answers showed that the students had received and profited by intelligent teaching. As a general rule, those questions which involved numerical work, were more satisfactorily answered than those which embodied physical

ideas. This is a point to which the attention of teachers might be advantageously directed. The conceptions of inertia, of force, of mass, &c., should be carefully and thoroughly instilled into the pupils by oral demonstration and copious illustration and example. Very many of the answers showed that there was great room for improvement on this point. As a general rule the questions relating to the mechanical powers were answered merely from book knowledge and that often very imperfect. It would be very desirable if teachers would give practical illustrations of the uses of pulleys, levers, screws, &c. This can be done very effectively by common articles, which can be obtained at a nominal cost. I would also again impress upon students the necessity for acquiring some practice in the drawing of simple instruments and contrivances. A sketch, in outline, of a simple machine is an admirable way of learning its principle.

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JUNIOR GRADE—(BOYS)—Examination Nos. 2,301–4,338, and 10,001–10,102 over age.

The answering of the portion of the Junior Grade in Natural Philosophy examined by me was, in my opinion, satisfactory, and in style showed considerable improvement on last year.

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MIDDLE AND SENIOR GRADES—(BOYS), and JUNIOR GRADE—(GIRLS).

In reference to the late examination in Natural Philosophy, in the Middle and Senior Grades, I regret to have to report that the answering was far from satisfactory.

Of the boys in each Grade, only about 35 per cent. having obtained one quarter of the marks assigned to the subject, and not quite one half of that number attaining 40 per cent.

Of the girls, about 39 per cent. in the Middle and 26 per cent. in the Senior Grade obtained one quarter full marks, but the number who showed a fair knowledge of the subject in either Grade was very small. In the Junior Grade, Girls, the answering was somewhat better, about 50 per cent. having obtained passing marks.

A very considerable proportion of the candidates showed an utter ignorance of the most elementary principles and of the most ordinary instruments—as, for example, the difference between the pitch and the loudness of a sound; the difference between a barometer and a thermometer, or between a frictional electrical machine and a galvanic battery, &c.

A very general mistake in the preparation of the candidates seems to be the learning by rote portions of elementary treatises without understanding the principles involved, or being able to apply their knowledge to the explanation of any phenomena other than those mentioned in the books which they have read.

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*Chemistry.*

ALL GRADES.

The answering in Chemistry made by the boys of the Middle and Senior Grades, I consider, on the whole, not unsatisfactory, while in some instances I have found it highly creditable.

I regret that I have not been so favourably impressed by the performance of the Junior Grade, the answers of many of the candidates containing irrelevant and contradictory matter, and evidencing a less accurate knowledge of chemistry than of chemical physics.

*Botany.*

## ALL GRADES.

The answering in Botany, especially in the Middle Grade course, has been, on the whole, very satisfactory, in some cases all that could be expected or desired.

The instances of misspelling or of bad grammar, as I have always observed to be the case in girls, have been few indeed and chiefly in technical terms. The deficiency and the strange mixture of ideas, in some of the papers of the Junior Grade especially, evidently arise from the want of practical examination of typical plants and the absence of *trained* oral instruction, the answering being in truth an effort of memory, and not the result of observation.

If in the provincial towns sets of models of plants—not necessarily many in number or expensive, such as may be seen in the Royal College of Science—could be provided, a great aid to correct observation would be gained.

*Freehand and Object Drawing.*

## SENIOR GRADE.

The drawings made from a group of books and a cup and saucer were, for the most part, of a low standard when considered with reference to the age of the students, and suggested the inference that drawing had not received much attention after the students had passed from the Junior and Middle grades.

## MIDDLE GRADE.

The outline example was copied in a manner which showed that the students had generally been soundly instructed, and had a fair sense of the balance and proportion of the figure of which a few made excellent copies. The object drawing was less successful, for while from many of the exercises it was obvious that the students had had some practice in drawing from real things, it appeared that the influence of perspective had not been sufficiently explained; many errors would have been avoided had a few of the leading axioms of perspective been committed to memory.

## JUNIOR GRADE.—FREEHAND.

Many students in this grade had obtained a fair power of drawing a clear line, but the majority were unequal to the difficulties of form in the example. The injudicious practice of beginning with dotted lines was too prevalent.

*Geometrical and Perspective Drawing.*

JUNIOR GRADE—(Boys)—Examination Nos. 1,457-4,338, and 10,001-10,102 over age.

In the working of the Geometrical papers, sufficient attention is not paid to the necessary construction lines for the problems; consequently, some candidates have failed to receive marks, but the majority of the work is fairly done.

The perspective on the whole is not so satisfactory as the Geometrical drawing, more attention should be given to measurements from inch scales, and the candidates should more fully realize the difference between horizontal and vertical planes.

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#### ALL OTHERS.

The comparatively low per-centage of successes in the case of the Junior Grade boys, and the girls in All Grades, is accounted for by a number of candidates having been presented, with little or no knowledge of the subject for which they sat. This is more manifest in Perspective, a subject which, even in the elementary stage, taxes the reasoning powers. Of the papers, however, that showed more than a knowledge of the initial stages, a large proportion evidenced a grasp of the subject, the result of mathematical capacity and excellent teaching.

It is to be regretted that carelessness both in reading the questions and in the working, has made considerable discount necessary.

I have to take objection, in many cases, to written demonstrative descriptions, which not only take up the candidate's time, but, as a rule, are not in accordance with the working out of the problems.

In many cases the construction lines are not shown, though these are specially demanded; and in others, pretended construction lines have been added after the figure has been arrived at by experiment.

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#### *Theory of Music.*

##### ALL GRADES—(GIRLS).

The results of the examination justify me in stating that, on the whole, the answering has been of a very creditable nature. In the Junior Grade this was particularly the case. The elements of Music seem to have been well studied and digested, and in few instances was there evidence of any gross ignorance or want of preparation.

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##### ALL GRADES—(BOYS).

I have to report that the answering of the students examined in Music by me (Junior, Middle, and Senior Grade, Boys), was of a somewhat higher standard than that of last year.

It is still to be regretted, however, that the majority seemed to have a very slight knowledge of harmony and counterpoint, and the laws of partwriting were in most cases disregarded.

The nomenclature and resolution of chords appeared to be a branch of the subject that very few had made themselves acquainted with, and the sorry attempts at counterpoint (in the Junior and Middle Grades) induce me, once more, to suggest that it should only be retained in the Senior Grade Course, and that the marks hitherto assigned to it be allotted to harmony and musical history.

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#### *Domestic Economy.*

##### ALL GRADES—(GIRLS ONLY).

Taking the papers as a whole, they showed a close and diligent study of the text-books recommended. The majority of the papers also showed that the candidates understood what they were writing about; the

matter of the text-book being intelligently translated into the language of the writer.

I was somewhat surprised to find that the questions requiring a knowledge of geography, such as those relating to the countries producing the raw materials used for clothing, and the towns where their manufacture is carried on, were, as a rule, answered very indifferently.

The chief point, however, to which I would direct the attention of the candidates and their teachers, is the necessity, in Domestic Economy, of combining practical work with theoretical knowledge. It is impossible to get a real knowledge of any scientific instrument—such as a thermometer—from merely reading a description of it in a book; it is the same with cooking, with washing, with the care of the sick, and indeed with every branch of the subject. It is not necessary, although it would be very desirable, that each candidate should perform with her own hands every household operation referred to in text-books on Domestic Economy, but they should endeavour, at least, to see them performed by others, and should compare the methods they see carried out in practice with those laid down, theoretically, in books. In Domestic Economy, perhaps more than in any other subject, this combination of “practice with science,” is especially desirable. In understanding the *reasons* of most domestic operations, an elementary knowledge of chemistry and physiology is almost indispensable.

Candidates should remember that the marks are not assigned according to the amount of paper covered by the answers, but that a clear, compact, and direct answer, well considered, and full of facts, will invariably be placed above verbose and laboured communications; a careful study of the question itself should be made, both before and after writing the answer.

In conclusion, I must say that—considering this was the first year in which the subject of Domestic Economy had been taken up, so that no previous sets of questions existed as guides to those which would be given—I was very favourably impressed with the intelligent nature of the answers, and with the large amount of accurate knowledge displayed. If the young ladies—nearly one thousand in number—who wrote papers on Domestic Economy at this examination, will only endeavour to become as well acquainted with the subject of home management practically, as the greater number of them already are theoretically, it cannot be doubted but that it will add largely to their own happiness and comfort, and to the well-being of all with whom they may come in contact. The knowledge which they have obtained ought to make every branch of home work more pleasant to them; for when we understand the *reasons* of things, we shall be more likely to do them *well*, and to find a *pleasure* in so doing them.



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